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ABSTRACT

The 1978 evaluation of the Early Childhood Services program found that the coordination of services needed to be strengthened at all levels but particularly at the regional level. Alberta Education launched a pilot study in 1980 into the means of increasing coordination of services for young children and families in the province, by granting monies to five regional coordination committees. The methodological approach was a longitudinal in-depth case analysis using interviews, questionnaires, observations, and document analysis procedures. Data were collected at the beginning, mid-term, and end of the two-year evaluation period from committees and agencies. Parents were contacted at the conclusion of the study in June, 1983. The major factors addressed in all case studies were committee background; coordination of projects and activities; achievement of goals; committee effectiveness; and level of coordination assessment. A number of conclusions and recommendations emerged from this study that should contribute to success in developing coordination within the region, e.g., factors related to committee members, twinning of regional committees, role of the regional coordinator, ideas for coordination activities, low cost meeting sites, operating funds, and control of funds. (AS)

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# Early Childhood Services Coordination Evaluation

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# THE EARLY CHILDHOOD SERVICES
# COORDINATION EVALUATION

Final Report

Harvey Social Research Ltd.
Springwood Business Centre
363 Sioux Road
Sherwood Park, Alberta T8A 4H2

A Study Conducted Under Contract to
Alberta Education
Edmonton, Alberta

September, 1983

# THE EARLY CHILDHOOD SERVICES
# COORDINATION EVALUATION

## Abstract

### Overview

Five regional Early Childhood Services coordinating committees in Alberta, Canada, were granted monies in a three-year pilot study to increase the coordination of services in their region. The methodological approach for the evaluation was a longitudinal in-depth case analysis using interviews, questionnaires, observations and document analysis procedures. The major factors addressed in all case studies were Committee Background, Coordination of Projects and Activities, Achievement of Goals, Committee Effectiveness, and Level of Coordination Assessment.

### Committee Background

Of the five committees studied, one was a large committee, one was fairly large, two were fairly small and one was a small committee. Three committees met monthly during the ECS year, one met bi-monthly and one met twice a year. Four of the committees had been meeting for a considerable time before the pilot project began. One committee was formed at the beginning of the project.

### Coordination of Projects and Activities

All the committees used part of their coordination funds to hire a regional coordinator. Costs associated with the regional coordinator position varied from a high of 80 percent to a low of 22 percent of total yearly expenses.

In three committees, the regional coordinators were largely responsible for the accomplishment of coordination activities. In one

committee, the executive played a significant role in addition to that of the coordinator. In one committee, sub-committees that included one executive member worked with the coordinator on major coordination projects.

Coordination projects and activities varied widely across and within committees in scope, clientele directly served and involvement of service agencies.

Coordination projects and activities included workshops organized by the regional committee, workshops with regional committee involvement, sending delegates to workshops, liaison activities, petitions and lobbying, financial assistance, and "other projects."

Four of the committees had a few service agency representatives who attended meetings on a regular basis. One committee interacted with service agencies through sub-committees. Many of the coordination projects in all committees involved one or more service agencies.

Only one committee involved its members to a high degree in a combined planning-budgeting process.

## Achievement of Goals

Committees were evaluated on the achievement of their own coordination goals and on the achievement of the Provincial Program Goals. The Provincial Goals had a planning orientation whereas the committee goals were mainly action-oriented. Communication goals were achieved more than any others across all committees.

## Committee Effectiveness

Communication was a positive feature of four committees. Planning and control aspects were strong in one committee, as were organization of work and development of human resources. These aspects needed some strengthening in three of the committees and were a serious problem in the new committee. Understanding of the committee's purpose was limited in all cases.

## Level of Coordination Assessment

It was concluded that the level of coordination activities increased very significantly as a result of the Coordination Grant for one committee and significantly for four committees.

## STUDY PRINCIPALS

| | |
|---|---|
| Dr. Ann Harvey<br>Project Director | - Harvey Social Research Ltd. |
| Darlene McCue<br>Management Consultant | - McQ Enterprises Ltd. |

# ACKNOWLEDGEMENTS

A multitude of people involved with Early Childhood Services in the province of Alberta contributed to this study. In particular we are indebted to the individuals who wrote descriptive reports of each of the many coordination activities: Larry Bonneville, Carol Douglas, Alwyn Dransfield, Bev Kolody, Donna Morrison, Madalyn Newswander, Joyce Thompson, Robin Whenham and Sieglinde Woehr.

We very much appreciated the cooperation and assistance of the pilot committee chairpersons, secretaries, treasurers, regional coordinators and sub-regional coordinators in submitting special reports and general information concerning their coordinating committee responsibilities. Appreciation is also extended to all pilot coordinating committee members and related service agencies for their detailed comments on coordination activities. The ECS Zone Consultants were most helpful in providing background information about the development of the pilot committees and about Early Childhood Services in the regions served by the committees.

Special thanks are extended to both Dr. H.I. Hastings, Former Director, Early Childhood Services Branch and to Dr. G. Torgunrud, Current Director, Early Childhood Services Branch, for their guidance in clarifying the study parameters and for their assistance in providing details of operation of Early Childhood Service Coordinating Committees in Alberta.

Members of the Steering Committee played a very helpful role throughout the study. Their assistance in explaining regional variations in committees, developing data collection instruments and collecting data were sincerely appreciated. We would like to particularly thank Dr. C. Rhodes, Planning Services Branch, for his advice throughout the study on research methodology.

Special thanks are due to Bev Chisholm for the production of the report.

# THE EARLY CHILDHOOD SERVICES
# COORDINATION EVALUATION

## Executive Summary

### Overview

Alberta Education launched a pilot study in 1980 into means of increasing coordination of services for young children and families in the province. Coordination of services for young children and families had been part of the overall plan for Early Childhood Services when the program began in 1973. The 1978 Evaluation of the Early Childhood Services Program found that the coordination of services area needed to be strengthened at all levels but particularly at the regional level.

To this end, five regional coordinating committees were granted monies in a three-year pilot study to increase the coordination of services in their region. The committees were given some broad guidelines and encouraged to coordinate complementary services according to their own needs. Each committee received a yearly grant calculated according to the number of Early Childhood Services (ECS) operators and local ECS centres served by the committee. The total coordination grant for the five committees over three years was approximately $300,000.

Harvey Social Research Ltd. was awarded a contract in April 1981 to evaluate the pilot project. The management consulting services of McQ Enterprises Ltd. were acquired to assist with the evaluation.

The methodological approach for the study was a longitudinal in-depth case analysis using interviews, questionnaires, observations and document analysis procedures. Data were collected at the beginning, mid term and end of the two-year evaluation period from committees and agencies. Parents were contacted at the conclusion of the study in June 1983. The primary consultant attended meetings of each committee on three occasions and collected minutes, committee documents and reports on current projects throughout the study.

The major factors addressed in all case studies were Committee Background, Coordination of Projects and Activities, Achievement of Goals, Committee Effectiveness, and Level of Coordination Assessment. The case studies are summarized below on each of the major factors.

## Committee Background

Of the five committees studied, the Calgary Community Operators was a large committee, Region 6B was fairly large, Peace River & District and West Central were fairly small and Foothills was a small committee. The average driving distance one-way for members to attend meetings varied from 15.6 kilometres in Calgary to 97.0 kilometres in Region 6B. Three committees met monthly during the ECS year, one met bi-monthly and one met twice a year. The Region 6B Committee had a two-tiered structure with coordination activities at both the regional level and the sub-regional level.

Four of the committees had been meeting for a considerable time before the pilot project began. The Peace River & District Committee was formed at the beginning of the project. Three committees filled their executive positions with individuals who did not have full-time employment outside the home; two filled at least half their executive positions with individuals who did hold full-time salaried positions. The cost of obtaining space for committee meetings varied from nominal rates to no cost.

## Coordination of Projects and Activities

All the committees used part of their coordination funds to hire a regional coordinator with the exception of Region 6B where four sub-regional coordinators were hired. Costs associated with the regional coordinator position varied from a high of 80 percent to a low of 22 percent of total yearly expenses.

In the Foothills, Peace River, and Region 6B committees, the regional or sub-regional coordinators were largely responsible for the accomplishment of coordination activities. On the Calgary committee, the executive played a significant role in addition to that of the coordinator. On the West Central committee, sub-committees that included one executive member worked with the coordinator on major coordination projects.

Coordination projects and activities varied widely across and within committees in scope, clientele directly served and involvement of service agencies. Clientele included children, parents, teachers and community. West Central's projects were mainly long-term and directed towards programs and services for children in the ECS centres. It hired a Special Needs Coordinator and a Media Coordinator in addition to the Administrative Coordinator. Parents were the principal direct recipients of coordination activities in Foothills; parents and teachers were the principal direct recipients in Peace River and Region 6B. Calgary put their emphasis on reaching clientele through the committee members.

Coordination projects and activities included workshops organized by the regional or sub-regional committee, workshops with regional committee involvement, sending delegates to workshops, liaison activities, petitions and lobbying, financial assistance, and "other projects."

Four of the committees had a few service agency representatives who attended meetings on a regular basis. The West Central Committee interacted with service agencies through sub-committees. Many of the coordination projects in all committees involved one or more service agencies.

Only one committee involved its members to a high degree in a combined planning-budgeting process. One committee encountered some difficulties in handling Coordination Grant funds.

## Achievement of Goals

Committees were evaluated on the achievement of their own coordination goals and on the achievement of the Provincial Program Goals. The Provincial Goals had a planning orientation whereas the committee goals were mainly action-oriented. The Region 6B and Peace River committees included a planning function in their committee goals. Comprehensive plans for coordination of programs and services were not found in any committee. Accomplishment of committee goals varied from extensive accomplishment to making a start towards accomplishment. Communication goals were achieved more than any others across all committees.

## Committee Effectiveness

Communication was a positive feature of four committees. Planning and control aspects were strong in the West Central Committee, as were organization of work and development of human resources. These aspects needed some strengthening in three of the committees and were a serious problem in the Peace River Committee. Understanding of the committee's purpose was limited in all cases.

## Level of Coordination Assessment

It was concluded that the level of coordination activities increased very significantly as a result of the Coordination Grant for the West Central Committee. It was concluded that the level of activities increased significantly for the Calgary, Foothills, and Region 6B Committees. And it was concluded that from the start-up of the Peace River Committee at the beginning of the pilot project, the level of increase in coordination activities was significant.

## Conclusions and Recommendations

Based on this two-year evaluation of five ECS Coordinating Committees, the following Conclusions and Recommendations were developed. The general conclusion from the study is presented first. A conclusion directed towards reassessment of the Provincial Program Goals follows. The remaining conclusions and recommendations apply not only to the committees included in the study but also to future committees receiving funding for coordination purposes.

| | |
|---|---|
| Study Conclusion: | It was concluded that the level of coordination activities increased significantly for four committees and very significantly for one committee as a result of the Coordination Grant. |
| Study Recommendation: | That funding for coordination purposes be made available for all ECS Coordinating Committees in Alberta. |

Conclusion 1: The Provincial Program Goals for Coordination focus on planning for coordination of programs and services.

Recommendation 1: *That the Provincial Program Goals for Coordination be revised to include an implementation of plans component for coordinating committees.*

Comment: The implementation function of coordinating committees is an important aspect of their work as a follow-up to the planning function. Currently more progress has been made in implementation of micro-level plans for coordination than in any macro-level planning.

- - -

Conclusion 2: None of the committees gave evidence of having developed a comprehensive long-term plan for coordination of services in their region.

Recommendation 2: *That committees be assisted to understand and implement a long-term planning process.*

Comment: A long-term plan is a clear expectation of goals for the Coordination Grant. Of equal importance is the fact that long-term plans provide a context for selection of activities and expenditure of funds. It helps to ensure that all committee efforts are directed toward the stated committee goals.

- - -

Conclusion 3: The one new coordinating committee in the study was working on the basic tasks of learning how to function as a committee. Without an effective committee structure in place, coordination efforts were largely limited to what could be accomplished by the administrative coordinator.

Recommendation 3: *That a coordinating committee meet a set of eligibility standards for functioning as a committee before receiving coordination funding.*

Comment: Eligibility standards for functioning as a committee should include evidence of holding monthly meetings of the whole committee, holding an election of officers, defining responsibilities and duties of executive positions and committee members, and defining common needs of committee members. The trial period should be for a minimum of one year or longer if needed to meet the eligibility standards.

- - -

Conclusion 4: Although there was great variety in coordination projects and activities undertaken during the study, the basic coordination projects that all committees undertook involved a coordinator and the assembling of handbooks, reference lists, and the development of basic communication channels. Essential costs were those associated with the coordinator and various forms of communication.

Recommendation 4: *That coordinating committees be provided with basic funding for coordination staff and for essential operating costs such as photocopying and postage.*

Comment: A range for a standard part-time monthly wage should be agreed upon for all coordinating committees. A basic amount for essential operating costs should also be set. Additional funds for special coordination projects could be assigned at the discretion of ECS Zone Consultants.

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Conclusion 5: Committees require a higher level of funding to develop and establish coordination than they do to maintain it.

Recommendation 5: *That a higher level of coordination funding be provided for the first three years a committee receives grant funds.*

Comment: Start-up costs are a reality with coordinating committees and include such items as developing lists of resources, handbooks on committee operation, formats for calendars, logos, newsletters etc. and organization of existing resources for exchange among programs. There is also more footwork for the coordinator of a new committee in seeking out services and supplies needed by participating programs.

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Conclusion 6: The guidelines for the spending of the Coordination Grant were very broad. Each committee gradually developed its own set of permissible expenses.

Recommendation 6: *That a clear set of guidelines be established concerning eligible expenses beyond the basic costs.*

Comment: The guidelines should address such issues as the following: coordinator's wages; purchase of large office and audio-visual equipment; purchase of audio-visual software; playground equipment and musical instruments; travel and subsistence; consultant and professional fees; honoraria to executive committee members; and office rental.

- - -

Conclusion 7: The disbursement of coordination grant funds was not always clear to committee members.

Recommendation 7: *That committee treasurers be required to receive approval from a committee quorum for a detailed annual budget as well as all disbursements over a determined amount.*

Comment: Committee members will feel more actively involved in committee decision-making if they have the opportunity to vote their approval of major expenses. Any difficulties in handling funds can be addressed as soon as they arise when major disbursements are brought to the committee for approval.

- - -

Conclusion 8: Committees accomplished the most coordination when committee members worked with the coordinator rather than leaving the coordinator to work largely on her own.

Recommendation 8: *That the roles of part-time coordinator and of committee members be clarified by each committee so that they complement each other.*

Comment: The optimum combination of efforts of volunteers and paid staff requires direct attention on a frequent basis.

- - -

Conclusion 9: The process of developing an effective committee structure in a new committee is a slow process without inservice for members.

Recommendation 9: *That new committees receive inservice programs on effective committee functioning. In particular, member and executive responsibilities, working with a staff person and using sub-committees should be included.*

Comment: The effective use of sub-committees and working with a staff person are topics that some of the ongoing committees might consider for workshops or equivalent delivery methods.

- - -

Conclusion 10: Persons in executive positions who held full-time salaried positions were often given too much deference by committee members in the decision-making process.

Recommendation 10: *That preference be given to persons without full-time employment outside the home in filling executive positions on committees.*

Comment: One way to make committee members feel more equal is to fill executive positions with people who do not have full-time employment outside the home. The potential for leadership development is also greater when people without full-time employment outside the home hold executive positions than when professionals do. The development of leadership is implicit in ECS philosophy.

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Conclusion 11: Committees that met on a monthly basis through the ECS year had more momentum in their activities than committees who met less frequently.

Recommendation 11: *That committees meet on a monthly basis throughout the ECS year.*

Comment: Some committees were reluctant to schedule monthly meetings because of driving distance and the possibility of bad weather. However, if a majority of members have no more than a half hour's travelling time to attend meetings, it should be possible to have a quorum at most, if not all, meetings throughout the year. Telephone conference calls could be used on alternate months to increase attendance at meetings.

- - -

Conclusion 12: The optimum number of ECS operators represented on coordinating committees was 10 to 15.

Recommendation 12: *That a committee size of 10 to 15 operators be encouraged as a working unit within reasonable geographic limitations.*

Comment: Committees with fewer than 10 operators had a small pool of volunteers from which to draw. Committees with greater than 15 operators had difficulty convincing every member that they needed to contribute to make the committee function at an optimum level. Should a committee choose to use a two-tiered structure, optimum committee size would be determined by the roles of the committees.

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Conclusion 13: A limited amount of twinning done between two of the committees in the study indicated the potential for mutual support and sharing of ideas and experience between two committees.

Recommendation 13: *That all coordinating committees be encouraged to twin with another committee and that new committees be twinned with established committees.*

Comment: Twinning may take the form of sharing minutes, frequent telephone contact between chairpersons, treasurers, coordinators, etc., and sending delegates to some of the twin committee's meetings. ECS Zone Consultants can provide liaison between committees.

- - -

Conclusion 14: A considerable degree of coordination occurs when ECS representatives and agency representatives meet and talk together. A meeting site is a basic requirement for this exchange to occur.

Recommendation 14: *That coordinating committees be encouraged to seek meeting space that is either low cost or rent-free.*

Comment: Committees that locate meeting space that is either rent-free or at a nominal rental rate are able to continue meeting regardless of budget considerations. Supporting agencies may be able to provide meeting space at no cost.

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# List of Tables

Page

1. Summary of Calgary Data 8
2. Calgary ECS Representatives' Involvement in 1981-'82 Activities 24
3. Calgary ECS Representatives' Involvement in 1982-'83 Activities 26
4. Priority Given tu Calgary Committee Work 29
5. Multiple-Activity Calgary Agency Involvement 1981-'82 30
6. Multiple-Activity Calgary Agency Involvement 1982-'83 31
7. Single-Activity Calgary Agency Involvement 1981-'82 32
8. Single-Activity Calgary Agency Involvement 1982-'83 33
9. Changes Desired by Calgary Agencies 34
10. Changes Observed by Calgary Agencies 35
11. Calgary Parent Ratings of Services 36
12. Number of Committee Members that Calgary ECS Representatives Know By Name 46
13. Summary of Foothills Data 56
14. ECS Representatives' Involvement in 1981-'82 Foothills Activities 66
15. ECS Representatives' Involvement in 1982-'83 Foothills Activities 67
16. Priority Given to Foothills Committee Work 69
17. Foothills Agency Involvement in 1981-'82 70
18. Foothills Agency Involvement in 1982-'83 71
19. Changes Desired by Foothills Agencies 72
20. Changes Observed by Foothills Agencies 73
21. Foothills Parent Ratings of Services 74
22. Number of Committee Members that Foothills ECS Representatives Know by Name 87
23. Summary of Peace River District Data 95
24. Peace River ECS Representatives' Involvement in 1981-'82 Activities 104
25. Peace River ECS Representatives' Involvement in 1982-'83 Activities 105
26. Priority Given to Peace River Committee Work 106
27. Multiple-Activity Peace River Agency Involvement in 1981-'82 107
28. Single Activity Peace River Agency Involvement in 1981-'82 108
29. Peace River Agency Involvement in 1982-'83 108
30. Changes Desired by Peace River & District Agencies 109

Page

31. Peace River & District Parent Ratings of Services 111
32. Number of Committee Members that Peace River ECS Representatives Know by Name 118
33. Summary of Region 6B Data 124
34. Average Hours Worked per Month March to June 1982 140
35. ECS Representatives' Involvement in 1981-'82 Region 6B Activities 144
36. ECS Representatives' Involvement in 1982-'83 Region 6B Activities 145
37. Brooks ECS Representatives Involvement in 1981-'82 Activities 146
38. Brooks ECS Representatives Involvement in 1982-'83 Activities 147
39. MFB ECS Representatives Involvement in 1981-'82 Activities 148
40. MFB ECS Representatives Involvement in 1982-'83 Activities 149
41. Rural Medicine Hat ECS Representatives Involvement in 1981-'82 Activities 150
42. Rural Medicine Hat ECS Representatives Involvement in 1982-'83 Activities 151
43. Taber ECS Representatives Involvement in 1981-'82 Activities 152
44. Taber ECS Representatives Involvement in 1982-'83 Activities 153
45. Priority Given to Region 6B Committee Work 154
46. Region 6B Agency Involvement in 1981-'82 155
47. Region 6B Agency Involvement in 1982-'83 157
48. Changes Desired by Region 6B Agencies 159
49. Changes Observed by Region 6B Agencies 162
50. Brooks & District Parent Ratings of Services 163
51. MFB Parent Ratings of Services 163
52. Medicine Hat Parent Ratings of Services 164
53. Rural Medicine Hat Parent Ratings of Services 164
54. Taber & District Parent Ratings of Services 164
55. Number of Committee Members that Region 6B ECS Representatives Knew by Name 179
56. Summary of West Central Data 186
57. ECS Representatives' Involvement in 1981-'82 West Central Activities 197
58. ECS Representatives' Involvement in 1982-'83 West Central Activities 198
59. Priority Given to West Central Committee Work 199

Page

60. Agency Involvement with West Central Committee Activities in 1981-'82 200

61. Agency Involvement with West Central Committee Activities in 1982-'83 201

62. Changes Observed by West Central Agencies 202

63. West Central Parent Ratings of Services 203

64. Number of Members that West Central ECS Representatives Know by Name 212

65. A Comparison of Coordinator Costs to Grant Funds in 1982-'83 224

## List of Figures

Page

1. Summary of Calgary Community Operators Achievement of Committee Goals 40

2. Summary of FCA Achievement of Committee Goals 78

3. Summary of Peace River and District Achievement of Committee Goals 114

4. Summary of Region 6B Achievement of Committee Goals 171

5. Summary of West Central Achievement of Committee Goals 207

## TABLE OF CONTENTS

Page

Acknowledgements ii
Executive Summary iii
List of Tables xiv
List of Figures xvii

CHAPTER

I. INTRODUCTION
  Background to the Study 1
  Terms of Reference 3
  Methodology 4
    Initial Data Collection 4
    Mid-Term Data Collection 4
    Final Data Collection 5
    Steering Committee Process 6
  Definitions 6
  Limitations 7
  The Evaluation Report 7

II. CASE A: CALGARY COMMUNITY OPERATORS
  Introduction 8
  Committee Background 9
  Coordination of Projects and Activities 10
    Introduction 10
    Development of Operational Plans 11
    Overview of Projects 13
    Pre-Grant and Grant Projects 15
    How Grant Funds Were Spent 16
    Process of Initiation of Projects 17
    Coordinator's Position 18
    Clientele Served by Activities 20

Page

- Operator Involvement in Activities 23
- Agency Involvement in Activities 30
- Parent Perceptions of Coordination 36

Achievement of Goals 38
- Contribution of Activities to Committee Goals 38
- Fit Between Committee Goals and Provincial Program Goals 41
- CCO Self-Evaluation of Goal Achievements 42

Committee Effectiveness 46
- Communication 46
- Planning and Control 47
- Organization of Work 48
- Development of Human Resources 49

Level of Coordination Assessment 50

Summary 52

III. CASE B: FOOTHILLS COORDINATING ASSOCIATION

Committee Background 55

Coordination of Projects and Activities 57
- Introduction
- Development of Operational Plans 57
- Overview of Projects 58
- Pre-Grant and Grant Projects 59
- How Grant Funds Were Spent 60
- Process of Initiation of Projects 61
- Coordinator's Position 61
- Clientele Served by Activities 64
- Operator Involvement in Activities 65
- Agency Involvement in Activities 70
- Parent Perceptions of Coordination 73

Page

Achievement of Goals 76
Contribution of Activities to Committee Goals 76
Fit Between Committee Goals and Provincial Program Goals 79
Foothills Coordinating Association Self- Evaluation of Goal Achievements 80
Committee Effectiveness 87
Communication 87
Planning and Control 88
Organization of Work 89
Development of Human Resources 90
Level of Coordination Assessment 91
Summary 92

IV. CASE C: PEACE RIVER & DISTRICT COORDINATING COMMITTEE

Introduction 95
Committee Background 96
Coordination of Projects and Activities 97
Development of Operational Plans 97
Overview of Projects 98
Pre-Grant and Grant Projects 98
How Grant Funds Were Spent 99
Process of Initiation of Projects 100
Coordinator's Position 101
Clientele Served by Activities 103
Operator Involvement in Activities 104
Agency Involvement in Activities 107
Parent Perceptions of Coordination 110
Achievement of Goals 112
Contribution of Activities to Committee Goals 112
Fit Between Committee Goals and Provincial Program Goals 115
Peace River & District Committee Self-Evaluation of Goal Achievements 115

Page

Committee Effectiveness 118
    Communication 118
    Planning and Control 119
    Organization of Work 120
    Development of Human Resources 121
Level of Coordination Assessment 121
Summary 122

V. CASE D: REGION 6B
Introduction 124
Committee Background 125
    History of Committee 125
    Size of Committee 126
    Frequency of Coordination Meetings 127
    Distance Travelled to Coordination Meetings 128
Coordination of Projects and Activities 128
    Development of Operational Plans 128
    Overview of Projects 129
    Pre-Grant and Grant Projects 134
    How Grant Funds Were Spent 134
    Process of Initiation of Projects 139
    Sub-Regional Coordinator's Position 140
    Clientele Served by Activities 141
    Operator Involvement 143
    Agency Involvement in Activities 155
    Parent Perceptions of Coordination 163
Achievement of Goals 168
    Contribution of Projects to Committee Goals 168
    Fit Between Committee Goals and Provincial Program Goals 172
    Region 6B Committee Self-Evaluation of Goal Achievements 172

Page

Committee Effectiveness 179
    Communication 179
    Planning and Control 180
    Organization of Work 181
    Development of Human Resources 182
Level of Coordination Assessment 182
Summary 183

VI. CASE E: WEST CENTRAL COORDINATING COMMITTEE
Introduction 186
Committee Background 187
Coordination Projects and Activities 188
    Background 188
    Development of Operational Plans 188
    Overview of Projects 189
    Pre-Grant and Grant Projects 191
    How Grant Funds Were Spent 191
    Process of Initiation of Projects 192
    Coordinator's Position 193
    Clientele Served by Activities 195
    Operator Involvement in Activities 196
    Agency Involvement in Activities 200
    Parent Perceptions of Coordination 203
Achievement of Goals 205
    Contribution of Activities to Committee Goals 205
    Fit Between Committee Goals and Provincial Progam Goals 208
    West Central Committee Self-Evaluation of Goal Achievements 209
Committee Effectiveness 212
    Communication 212
    Planning and Control 213
    Organization of Work 214
    Development of Human Resources 215
Level of Coordination Assessment 215
Summary 216

Page

VII. SUMMARY OF CASE STUDIES
Committee Background 219
Coordination of Projects and Activities 219
Achievement of Goals 221
Committee Effectiveness 221
Level of Coordination Assessment 221

VIII. EVALUATION OF PROJECT GRANTING POLICY
Introduction 222
Coordination Grant Formula 222
Cost Analysis 224
Alternative Grant Strategy 225
Conclusion 227

IX. REGIONALLY INDEPENDENT FACTORS RELATED TO SUCCESS IN DEVELOPING COORDINATION 228

X. RECOMMENDATIONS 231

APPENDICES
A. Calgary Project Descriptions
B. Foothills Project Descriptions
C. Peace River & District Project Descriptions
D. Region 6B Project Descriptions
E. West Central Project Descriptions

# I

# INTRODUCTION

## Background to the Study

Alberta Education launched a pilot study in 1980 into means of increasing coordination of services for young children and families in the province. Coordination of services for young children and families had been part of the overall plan for Early Childhood Services when the program began in 1973. The 1978 Evaluation of the Early Childhood Services Program found that the coordination of services area needed to be strengthened at all levels but particularly at the regional level.

To this end, five regional coordinating committees were granted monies in a three-year pilot study to increase the coordination of services in their region. The committees were given some broad guidelines and encouraged to coordinate complementary services according to their own needs. Each committee received a yearly grant calculated according to the number of Early Childhood Services (ECS) operators and local ECS centres served by the committee. The total coordination grant for the five committees over three years was approximately $300,000.

Guidelines for the use of the Coordination Grant funds included:

a) travel and subsistence for attendance at regional coordination organizational meetings, workshops and seminars
b) a communication program that would enable ECS operators and service agencies to indicate to parents the services various agencies could provide
c) regional activities as planned and carried out by regional coordinating committees.

The committees, whose members were all volunteers, were also encouraged to consider hiring a coordinator whose activities would assist them to achieve coordination goals.

Provincial program goals for coordination were the following:

(1) To develop an effective communication network within each regional coordinating committee.

(2) To develop an operational plan for coordinating the complementary health, social, and education program for children 0-8 years of age, parents, and staff with first priority being on handicapped children and those children living in disadvantaged areas.

(3) To assist local operators and service agencies within specified geographical areas to develop and implement plans for a coordinated delivery of complementary services to children, parents, and staff.

## Terms of Reference

A contract to evaluate the coordination efforts of the five committees was awarded to Ann L. Harvey Social Research Consulting in March 1981. The responsibilities of the evaluation included:

(1) providing consultations to the regional committees with respect to the evaluation of their activities and outcomes

(2) monitoring in an ongoing way the processes of the ECS Coordination Project

(3) evaluating the project in terms of its explicit and implicit goals and objectives

(4) preparing a research report and a handbook for coordinating committees based on the findings of the evaluation.

The principal consultant worked with Darlene McCue of McQ Enterprises Ltd. for the management component of the study.

The evaluation was carried out under the direction of a Steering Committee composed of one representative from each of the five regional coordinating committees, the four Early Childhood Services (ECS) Consultants involved with those committees, the Director of the ECS Branch, a Research Consultant from the Planning and Evaluation Division (formerly the Planning and Research Branch), Alberta Education, a representative from the Planning Secretariat Division (formerly the Research and Planning Division), Alberta Social Services and Community Health, and the Administrative Assistant to the ECS Director.

## Methodology

The methodological approach for the study was a longitudinal in-depth case analysis using interviews, questionnaires, observations and document analysis procedures. Data were collected at the beginning and end of the two-year evaluation period from committees and agencies (early fall of 1981 and late spring of 1983). In addition a mid-term data collection from committees was conducted in the late spring of 1982 so that members leaving committees before the final evaluation would have an opportunity to report. Parents were contacted at the conclusion of the study in June 1983.

Assistance with evaluation of committee activities was offered at the beginning, mid-point and conclusion of the evaluation period. No assistance was formally requested by any committee. Some informal discussion took place with committee representatives regarding the scope of the Committee Self-Evaluation Report.

### Initial Data Collection

The primary consultant attended a fall 1981 meeting of each of the five committees. Profiles of local ECS Centres were collected from each of the operators on each committee. Supporting agencies identified by each committee were contacted for descriptions of their services. Each committee member was asked to complete a Status Report indicating what the Regional Coordinating Committee had accomplished to date to their knowledge. Committee chairpersons were asked to identify the current and previous stages of development of each of the current committee activities and projects. Committees were requested to complete Project Reports on each project and activity undertaken as part of the coordination project throughout its duration. (Projects funded by Parent Resources Unit grants were excluded.) Treasurers were asked to report annually the expenses incurred for Coordinating Committee Meetings separate from those for projects and costs associated with a Regional Committee Coordinator.

### Mid-Term Data Collection

Visits were made to each of the committees in the fall of 1982. All regional committee members were surveyed in spring 1982 regarding perceptions of the committee's activities during the 1981-'82 period. Separate forms were designed for each committee to reflect the projects and activities that were unique to each. Questions concerning characteristics of an effective committee (open communication, planning and control, organization of work and development of human resources) were addressed to committee members and chairpersons.

## Final Data Collection

A third visit was made to each committee in the spring of 1983. All regional committee members were surveyed at that time regarding 1982-'83 committee activities. Twenty percent of each committee were randomly selected to respond to the questions in a personal interview situation with the primary consultant. The remaining 80 percent responded anonymously by mail.

All supporting agencies who responded to the initial data collection and agencies new to each committee since that time were contacted for comments on their involvement with the committee in question. Respondents were encouraged to reply either by telephone or in writing.

Parents were contacted through ECS representatives from each ECS centre sitting on the regional coordinating committees. Each centre representative was asked to distribute survey forms to two parents who were among those most involved in the centre, excluding the current Local Advisory Board Chairperson, the local coordinator or the representative to the regional committee. Parents who had had children in the ECS program for more than one year were sought.

Chairpersons were asked to respond to committee management questions and to report stages of development of five diverse projects undertaken during the 1982-83 year. Regional Committee Coordinators were asked to report their activities by percentage of time spent on each activity in an "average" month as well as the average number of hours spent per month.

ECS Consultants were interviewed by telephone concerning the effects of coordination committee activities on their time and the nature of their coordinating committee involvement.

The regional coordinating committees were requested to conduct a self-evaluation of their accomplishment of goals they had set for themselves at the commencement of the coordination project.

## Steering Committee Process

All initial and final data collection forms were presented to the Steering Committee for discussion and revision. Great care was expended by the Committee to make the survey forms as precise and easy to complete as possible given the diversity of situations across which data were to be collected.

The mid-term questionnaires to regional coordinating committee members were sent to Steering Committee members and reviewed and revised by each regional coordinating committee executive before distribution.

## Definitions

Regional Coordinating Committee - A committee made up of representatives from ECS centres within a geographic region. Service agencies delivering services to children and families may or may not be represented on the committee.

Regional Coordinator - An individual hired by the Regional Coordinating Committee to assist with committee activities.

ECS Representative to Regional Coordinating Committee - This individual is usually the local ECS coordinator or the chairperson of the Local Advisory Committee.

ECS Operator - The operator of an ECS centre or centres may be a group of private individuals or a school board.

Local ECS Advisory Council (LAC) - The group of representative parents and local service people who assist in the planning and operation of an ECS program.

Local ECS Coordinator - This individual is responsible to the Local Advisory Council and coordinates the activities at the local ECS centre with resources and services available in the community.

## Limitations

The collection of data was limited in two ways: consultant visits to the committees were limited by time and budget constraints, and reports from committees and from individuals regarding coordination activities varied in detail. The report forms did not always lend themselves ideally to the widely varied nature of coordination activities. Committees found the extent of evaluation reporting requested burdensome in addition to their responsibilities. As a result of these limitations, it may be assumed that all committees in the study had some accomplishments that missed being reported either by the consultant or by the committees in their self-reports.

## The Evaluation Report

The body of this report includes one chapter for each of the case studies, i.e. regional coordinating committees, a chapter evaluating the Coordination Project Granting Policy, a chapter addressing those factors contributing to successful coordination that are independent of region and a chapter of Recommendations. Descriptions of each committee's projects are included in the Appendix. A Handbook for Regional Coordinating Committees based on the study's findings appears under separate cover.

## II

## CASE A: CALGARY COMMUNITY OPERATORS

### Introduction

In this chapter, as in each of the succeeding case studies, details of the operation of one regional coordinating committee in the pilot project to coordinate ECS services are presented and analyzed. Information was sought from many sources during the evaluation period. A summary of the data received regarding Calgary Community Operators and the rates of return of data are presented in Table 1.

Table 1

Summary of Calgary Data

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Fall 1981 | ECS Centre Profiles | 39 | 37 | 94.9% |
| Fall 1981 | Status Reports from Committee Members | 45 | 29 | 64.4 |
| Fall 1981 | Coordination of Complementary Programs | 1 | 1 | 100.0 |
| Fall 1981 | Details of Expenditures 1980-'81 | 1 | 1 | 100.0 |
| Fall 1981 | Agency Reports | 18 | | |
| Spring 1982 | | 30 | 27 | 56.3 |
| 1981-'82 | Project Reports | -- | 25 | -- |
| Spring 1982 | Report from Coordinating Committee Members | 39 | 26 | 66.7 |
| Spring 1982 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Fall 1982 | Details of Expenditures 1981-'82 | 1 | 1 | 100.0 |
| Spring 1983 | Report from ECS Committee Representatives | 45 | 19 | 42.2 |

Table 1 (cont'd)

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Spring 1983 | Agency Reports | 31 | 14 | 45.2 |
| Spring 1983 | Parent Perceptions | 82 | 17 | 20.7 |
| 1982-'83 | Project Reports | -- | 23 | -- |
| Spring 1983 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Spring 1983 | Overview of Committee Project Development | 1 | 1 | 100.0 |
| Spring 1983 | Details of Expenditures 1982-'83 | 1 | 1 | 100.0 |
| Spring 1983 | Committee Self-Evaluation Report | -- | 1 | -- |

In addition to the above, minutes of all general meetings during the evaluation period were submitted.

The data from the many sources are summarized and presented in each case study under five general headings: Committee Background, Coordination Projects and Activities, Achievement of Goals, Committee Effectiveness, and Level of Coordination Assessment.

## Committee Background

The Calgary Community Operators (CCO) became incorporated as a legal Society in June 1979. Since that time the committee has met on a monthly basis. Prior to incorporation, the committee had been meeting on a more informal basis since 1973. Calgary Community Operators' membership is made up of private operators. There are two other Calgary ECS committees for operators with the two school boards.

In September 1981 34 operators representing 39 ECS Centres sat on the committee. By September 1982 there were 35 operators representing 41 ECS Centres on the committee. Some of the key executive positions are filled by past members who hold current committee membership by virtue of their position. A small number of agencies are represented at a majority of the meetings. A number of agency representatives attend one meeting a year on an individual basis and give a short presentation at that meeting. Of those committee members who responded to the mid-term evaluation, 46 percent had been on the committee longer than one year. In the final evaluation 74 percent of the respondents had been on the committee longer than one year.

The average distance travelled to attend 1982-'83 CCO meetings was 15.6 kilometers. In the past, meeting sites had been rotated around the city quadrants. However in 1982-'83 all meetings were held at the same location.

## Coordination of Projects and Activities

### Introduction

There were many factors affecting the coordination of projects and activities. In this section the stage of development of coordination activities at the time the evaluation began is presented and followed by a listing of the projects and activities developed during the evaluation period. The coordination activities are then examined according to the main factors affecting them: whether they were continuing or new, how coordination funds were spent, how activities and projects were initiated, the part played by the coordinator hired by the committee, clientele directly impacted by the activities, and involvement of ECS representatives to the committee and of agencies in the activities. A report of parent perceptions of coordination activities is presented. Summaries of the status of projects at the mid-point of the evaluation and at the end of the evaluation conclude this section.

## Development of Operational Plans

At the beginning of the evaluation period committees were asked to report the current stage of development of the various activities they had undertaken. Some committees such as CCO had been meeting for a number of years and already had many coordination activities underway as of September 1981.

A conceptual framework was provided to each committee to assist in establishing benchmarks for activities. The following stages and their definitions were suggested and examples given of varying sequences that the development of an idea into action might take.

| Ideas Into Action Stages | Definition |
|---|---|
| Idea | One person or a few people have an idea for coordination. |
| Discussion | Core person or group discuss the idea with others to gain wider support and develop more perspective. |
| Trial run | The coordination plan is tried out on a limited scale and evaluated informally. |
| Implementation | The coordination plan is put into action on a wide scale. |
| Termination | The results of the trial run are examined by the coordinating committee and the decision taken to drop any further action on the coordination idea. |
| Evaluation | The implementation stage is examined for how well coordination worked and to what degree the plan involved complementary services. |
| Modification | The coordination plan is altered and reimplemented. Modification includes any followup stage after Evaluation except in the case where the Implementation Stage is repeated without change. |

An analysis of the current stage of development reported by CCO for each of its projects as of September, 1981 was conducted. The results are reported below.

| Stage | Project |
|---|---|
| Idea | Communication Workshop<br>Resource Fair |
| Discussion | Day-Care ECS Parent Seminar<br>Category A Workshop<br>Volunteer Workshop |
| Trial Run | - - - |
| Implementation | Workshop for New Teachers<br>Staff Exchange<br>Lobbying<br>ACCESS Teacher Inservice<br>Coordination with Local Board of Health<br>Legal Workshop |
| Evaluation | - - - |
| Modification | Teachers' Professional Days |
| Rerun | English As A Second Language Workshop<br>ECS Week<br>Fall & Spring Orientations<br>ACCESS Utilization<br>ACCESS Workshop<br>Co-Ordinator's Role<br>Eye Screening |

The committee was asked to list previous stages (if any) that each project had progressed through to arrive at its current stage. All projects began with the Idea stage and all that progressed beyond that proceeded to Discussion. Five projects did not use a Trial Run stage and progressed directly from Discussion to Implementation. Evaluation and Modification, in that order, followed Implementation in all projects at the later stages of development.

At the conclusion of the evaluation the committee was asked to choose five representative projects and identify the current and previous stages of development of each. All five projects described were "reruns", that is, a repeat or continuation of the project from the previous year. In two projects, a pilot stage was used (Visiting Teacher and ACCESS Computer Project). Evaluation was used in all projects to collect feedback and to make revisions before continuing the projects.

With very few exceptions, operational plans for projects and activities were not developed according to the framework presented. The chairpersons found it relatively difficult to assess completed projects according to stages the projects passed through. The committee made good use of the evaluation stage as a basis for future planning.

## Overview of Projects

Activities and projects reported by the Calgary Community Operators (CCO) for the 1981-'82 and 1982-'83 years are listed below.

### Workshops

A. Organized by Regional Committee

'81-'82 - Legal Workshop
Day Care ECS Parent Seminar

(Within Meeting Agenda)

'81-'82 - Staff Recruitment
Children's Advertising
Dental Awareness Program
Calgary Society for Children with Learning Difficulties
Nelson Book Fair

'82-'83 - Chairing Effective Meetings
Workshops to Orient New L.A.C. Position-Holders
Calgary Health Services
Calgary Health Services Dental Program
Teacher Hiring
Policy Workshops (Two Part Series)
ByLaws Workshop and Resource Kit Development
Program Evaluation
Program Renewal

B. With Regional Committee Involvement

'81-'82 - ACCESS Workshop for Teachers
Regional Orientation for New Teachers
ECS Teachers Workshop on English as a Second Language
Category A Workshop for Teachers
Fall and Spring Orientation

'82-'83 - Alberta Mental Health Assessment
Workshop for Teachers
Calgary Educational Resources Group Presentation

C. Delegates Sent

'81-'82 - Strategies for Developing Inservice Programs
Management Skills
'82-'83 - Early Childhood Education Conference
Red Deer Conference (Community & Continuing Education Assoc.'s)
Working Effectively with Physically Handicapped Children
2 years - Alberta Association for Young Children
Annual Western Canada Christian School Convention

## Liaison Activities

'81-'82 - Staff Exchange through Services for the Handicapped
Affiliation with Calgary ECS Parent Council
Affiliation with Early Childhood Specialist Assoc.
Interaction with Calgary Health Services re Utilization of Services
Interaction with Alberta Mental Health re Availability and Utilization
'82-'83 - Zone 5 Regional Coordinating Committees Meeting
2 years - ECS Week Involvement

## Petitions - Lobbying

'81-'82 - Lobbying Regarding the Education Task Force on Financing
'82-'83 - Lobbying Calgary Board of Education

## Other Projects

'81-'82[1] - Information Updates for Operators' Resource Books
ACCESS Utilization
ACCESS Filming of Selected Centres
Eye Screening Joint Project with
    Oddfellow and Rebekah Lodge
Newspaper Advertising of Programs
Evaluation of CCO Meetings
'82-'83 - Purchase of Video Cassette Recorder and Television
ACCESS Computer Program
Insurance Coverage for CCO Programs'
    Employees and Students
2 years - Visiting Teacher Project

For a brief description of each project/activity, refer to Appendix A.

## Pre-Grant and Grant Projects

A number of CCO projects and activities were a continuation of Committee work from the time before the Coordination Grant was received. The grant did increase participation in some of the pre-grant activities. However, the grant can not be credited for initiation of pre-grant activities.

1981-'82 projects and activities reported by CCO that had been in existence before receipt of the grant included the following:

Information Updates for Operators'
    Resource Books
ACCESS Filming of Selected Centres
Eye Screening Joint Project with
    Oddfellows & Rebeccas
Affiliation with Calgary ECS Parent Council
Affiliation with Early Childhood
    Specialist Assoc.

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[1] Many of these projects were believed to run both years although only reported the first year.

Newspaper Advertising of Programs
Fall Orientation
Spring Orientation
ECS Week Involvement

## How Grant Funds Were Spent

For the purposes of this evaluation, the Coordination Grant monies were recorded under three main headings: costs associated with the coordinator, costs associated with coordination meetings and costs incurred by projects. The following table summarizes the expenditures throughout the Grant Period.

The figures below are based on reports from the two treasurers and from the Project Reports filed mainly by the Regional Coordinator. There are known to be discrepancies between expenditures reported to the Consultant and expenditures reported to the committee. These can be explained for the most part in terms of varying time periods and the Committee not reporting all activities.

| | '80-'81 | '81-'82 | '82-'83 | Total |
|---|---|---|---|---|
| Grant Money Received | $41,150. | $40,690. | $42,150. | $123,990. |
| Grant Allocations | | | | |
| Coordinator | 21,536. | 28,002. | 28,167. | |
| Coordination Meetings | 2,761. | 2,723. | 3,074. | |
| Coordination Projects | 979. | 2,254. | 7,182. | |
| Other | 7,205. | 3,427. | 3,437. | |
| Total | $32,481. | $36,406. | $41,860. | $110,747. |

Included under costs attributed to the Coordinator were salary, employee benefits, travel and subsistence, office rental and taxes.

Included under Coordination Meeting costs were travel and subsistence, room rental, copying, supplies, babysitting and "other."

Major expenses included in the "Other" category included office furnishings and a copier ($4,490.), honorarium to the treasurer (approximately $1000.) and audit fees ($500. annually).

A breakdown of project costs for the last two years of the coordination grant follows.

| | 1981-'82 | 1982-'83 |
|---|---|---|
| Project Costs | | |
| Professional Fees | $ 375. | $3325. |
| Copying | 117. | 104. |
| Postage | 14. | --- |
| Travel | 90. | 261. |
| Subsistence | 34. | 466. |
| Rental Fees | 40. | 175. |
| Sharing of Seminar Costs | 100. | --- |
| Advertising | 808. | --- |
| Registration Fees | --- | 303. |
| Delegates to Workshops | 666. | 534. |
| Vtr equipment | --- | 2268. |
| Miscellaneous | 10. | --- |
| Total | $2254. | $7436. |
| Income | 0. | $ 254. |
| Net Costs | $2254. | $7182. |

## Process of Initiation of Projects

An attempt was made to track the development of projects from the idea stage through the planning stage. Committees were therefore asked who first had the idea for each project. Difficulties lay in trying to clarify whether Calgary Community Operators (CCO) actually initiated some of the projects or whether it was co-sponsoring them or whether it was sending a representative to them. All were legitimate coordination activities but the initiation question was only relevant to those projects that were mounted by the committee.

Many of the ideas for projects were attributed to ECS consultants, both provincial and city; also mentioned were teachers, individuals at monthly meetings, a local coordinator, the CCO coordinator and the CCO

Board. Individuals took their ideas directly to the CCO Board or to the CCO Coordinator first who then took the idea to the Board. The CCO Board then presented the ideas at a meeting of the CCO.

Planning time for projects usually ranged from two to four months. A few projects took eight or nine months to mount, such as the Visiting Teacher project and the Day Care-ECS Seminar. The Alberta Mental Health Assessment Workshop for teachers was the culmination of two years' communications. The flow from Board to general meeting of all business necessitated a one month minimum time span on all projects.

## Coordinator's Position

A written Job Description was developed for the position of Coordinator. The full-time position was filled in 1980.

The Coordinator is responsible to the Chairman and has duties outlined in five areas of responsibility: administration, coordination, consultation, program development, and personal and professional development. CCO rents an office, providing working space for the coordinator and storage for filed materials. In the first grant year CCO acquired a copying machine which is located in the office.

The largest single budget allocation from the Coordination grant pays for the coordinator and associated expenses as detailed below.

| | 1980-'81 | 1981-'82 | 1982-'83 |
|---|---|---|---|
| Salary | $17,000. | $22,000. | $25,000. |
| Employee Benefits | 545. | 558. | 719. |
| Travel | 441. | 598. | 742. |
| Subsistence | 11. | 0. | 11. |
| Office rental | 3,389. | 4,845. | 4,195. |
| Furniture rental | 150. | | |
| Total | $21,536. | $28,001. | $30,667. |

Some of the activities reported by CCO were carried out largely or completely by the coordinator hired by CCO. These are listed below.

| Activity | Coordinator's Role |
|---|---|
| Information Updates for Resource Book | Compiles, files, disseminates and explains additions. |
| Affiliation with Early Childhood Specialist Association | Attends all Professional Development Days |
| Interaction with Alberta Mental Health | Member of Planning Committee |
| Various Seminars | CCO Delegate |
| Eye Screening | Provides list of CCO Coordinators |
| ACCESS Utilization | Books out equipment and tapes to centres |
| Day-Care-ECS-Parent Seminar | Member of Joint-Agency Planning Committee |

The Calgary Community Operators Committee does not have a standard form for the Coordinator to complete on a monthly basis indicating how her time is spent within specific categories. For the purposes of the evaluation she calculated the hours worked per week on average and allocated her time to four broad categories taken from the Job Description.

The Coordinator's work week averaged 42 hours. In 1982-'83 the monthly salary was $2083. Work was established to fit within four categories as follows:

| | |
|---|---|
| Administration | 2% |
| Co-ordination | 35% |
| Consultation | 35% |
| Program Development | 28% |

The committee evaluated the coordinator's position in June 1983 and made some revisions to the Job Description. Coordination was clarified to delimit interaction between the coordinator and resources. Consultation was delimited to include interaction between the Coordinator and programs.

The Coordinator was given responsibility for revising as well as maintaining information systems.

The Coordinator spends a good part of her office time taking telephone calls. Despite an answering service when she is out of the office, some operators feel they can not reach her directly enough for quick answers to questions. The CCO centres have developed a definite dependence on the Coordinator for knowledge of the details of operating their centres. The ECS Consultant commented on the marked decrease of direct requests from centres to her for help with standard operational problems. Such requests were now channelled to the Coordinator.

A considerable amount of the coordinator's efforts were spent making contacts and disseminating materials concerning resources and committee activities. To assist in this effort she prepared a file folder of materials for each centre representative to collect at each monthly meeting. Members were then expected to file this information in their Resource Book maintained at each centre.

## Clientele Served by Activities

The effects of many projects and activities are likely to have a ripple effect from, for example, teachers to children to parents or parents to children or teachers to other teachers etc. Ripple or spin-off effects are more difficult to establish than direct effects. In this section of the report, only those clientele at point of direct program contact will be considered to be served directly by activities. The categorization tends towards being arbitrary in some cases but is used consistently for each case study.

Of the 39 CCO centres in September, 1981, 37 reported details of their local programs. There were 1223 children enrolled in 36 centres and 735 registered with the Preschool Multihandicapped Program at Alberta Children's Hospital throughout the school year.

Projects and activities directly impacting the children included:

Eye Screening Joint Project with
  Oddfellow & Rebekah Lodge
ECS Week
ACCESS Filming
ACCESS Utilization Project
Purchase of Vtr Equipment
ACCESS Computer Program
Insurance Coverage

Of the above activities, the last six were initiated during the grant period, the others had been in operation previous to the grant.

Projects and activities (outside of CCO meetings) directly impacting parents included:

Legal Requirements Workshop
Day Care-ECS Parent Seminar
ACCESS Utilization (some centres used the equipment with parents)
Newspaper Advertising
Fall and Spring Orientation (sponsored by Parent Council)
ECS Week (sponsored by Parent Council)
Information Updates for Operators' Resource Books

In addition to the above activities, parents attending CCO meetings were exposed to many short seminars (approximately one hour in length) included in the agenda. These included:

Staff Recruitment
Children's Advertising
Dental Awareness
Calgary Society for Children with
  Learning Difficulties
Nelson Books

Chairing Effective Meetings
Workshops to Orient New L.A.C. Position-Holders
Calgary Health Services & Dental Program
Teacher Hiring
Policy Workshops
ByLaws Workshop & Resource Kit
Program Evaluation
Program Renewal

Projects and activities directly impacting the teaching staff included:

Visiting Teacher Project
ACCESS Workshop for Teachers (organized by Early Childhood Specialist Assoc. (ECSA))
Regional Orientation for New Teachers (presented by ECS Consultants)
English As A Second Language Workshop (presented by Calgary Board of Education)
Day Care-ECS Parent Seminar (presented by Early Childhood Service Agencies)
Calgary Educational Resources Group Presentation
Alberta Mental Health Assessment Workshop
Insurance Coverage
Affiliation with Early Childhood Specialist Assoc. (an ECSA teacher representative attends CCO meetings)

All of the above were initiated during the grant period except for Affiliation with the Early Childhood Specialist Association. The activities undertaken completely by CCO were the Visiting Teacher Project and the Insurance Coverage Program.

## Operator Involvement in Activities

At the start of the evaluation, individual committee members were asked to report what the committee had accomplished by September, 1981 that specifically helped operators and/or service agencies to deliver complementary services to children, parents and staff. Of the 29 respondents, 21 listed one or more activities of the committee. (Three ongoing members and five new members listed no activities.)

The activity mentioned most often was "lobbying for additional government funds;" mentioned second most often was "meetings;" and mentioned third most often were "the coordinator hired by the committee," "distribution of valuable information," and "assistance in filling out government forms" (tied).

The prinicipal measure of operator involvement in activities was the self-report question on the questionnaire sent to all CCO members at the end of the '81-'82 and the '82-'83 years. All projects and activities were listed and respondents were asked to indicate if they helped plan the activity, attended the event or used developed materials or took part in communications (interpreted as "participating") or if they chose to have no involvement with the activity. They were also asked if the activity helped in their ECS work. The responses from 26 members in 1982 and 19 members in 1983 are tabulated and presented in the following tables.

Table 2

Calgary ECS Representatives' Involvement in 1981-82 Activities (n=26)

| Workshops | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Organized by Committee | | | | |
| Legal | 0 | 2 | 19 | 18 |
| DayCare ECS | 0 | 0 | 5 | 4 |
| Staff Recruitment | 0 | 3 | 19 | 12 |
| Children's Advertising | 1 | 1 | 22 | 21 |
| Dental Awareness Program | 0 | 1 | 25 | 22 |
| Calg. Soc. for Children with Learning Diff. | 0 | 1 | 21 | 18 |
| Nelson Book Fair | 0 | 1 | 21 | 18 |
| With Committee Involvement | | | | |
| ACCESS Teacher Workshop | 0 | 0 | 17 | 14 |
| Orientation for New Teachers | 0 | 1 | 11 | 6 |
| English As a Second Language | 0 | 0 | 12 | 9 |
| Category A | 0 | 0 | 5 | 1 |
| Fall Orientation | 0 | 0 | 19 | 15 |
| Spring Orientation | 1 | 0 | 21 | 22 |
| Delegates Sent | | | | |
| Alta. Assoc. for Young Children (AAYC) | 0 | 0 | 4 | 3 |
| Inservice Programs | 1 | 0 | 12 | 5 |
| Management Skills | 0 | 0 | 4 | 3 |
| Christian Convention | 1 | 0 | 3 | 1 |

Table 2 (cont'd)

Calgary ECS Representatives' Involvement in 1981-'82 Activities (n=26)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Liaison | | | | |
| Staff Exchange re Handicapped | 0 | 0 | 6 | 2 |
| Affiliation with Parent Council | 0 | 1 | 21 | 16 |
| Affiliation with Specialist Council | 0 | 2 | 23 | 19 |
| Interaction with Calgary Health Services | 1 | 1 | 23 | 19 |
| Interaction with Alta. Mental Health | 1 | 1 | 20 | 11 |
| ECS Week | 0 | 1 | 19 | 10 |
| Lobbying | | | | |
| Re Education Task Force on Financing | 2 | 4 | 15 | 20 |
| Other Projects | | | | |
| Info. Update | 0 | 5 | 21 | 25 |
| Visiting Teacher | 2 | 2 | 7 | 6 |
| ACCESS Utilization | 0 | 0 | 21 | 13 |
| ACCESS Filming | 1 | 0 | 6 | 6 |
| Eye Screening | 0 | 0 | 24 | 21 |
| Newspaper Advertising | 5 | 4 | 15 | 23 |
| Evaluation of Meetings | 1 | 4 | 20 | 16 |

Table 3

Calgary ECS Representatives' Involvement in 1982-'83 Activities (n=19)

| Workshops | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Organized by Committee | | | | |
| Chairing Effective Meetings | 0 | 1 | 11 | 11 |
| Workshops for New L.A.C. | 0 | 3 | 15 | 16 |
| Calgary Health Services | 0 | 1 | 16 | 10 |
| Calgary Dental Program | 0 | 1 | 17 | 11 |
| Teacher Hiring | 0 | 1 | 15 | 11 |
| Policy | 0 | 2 | 17 | 15 |
| ByLaws | 0 | 3 | 10 | 12 |
| Program Evaluation | 0 | 1 | 15 | 15 |
| Program Renewal | 0 | 1 | 18 | 17 |
| With Committee Involvement | | | | |
| Alta. Mental Health Assessment | 0 | 1 | 7 | 7 |
| Calgary Educ. Resources Group | 0 | 1 | 11 | 8 |
| Delegates Sent | | | | |
| AAYC | 0 | 0 | 6 | 4 |
| Early Childhood Educ. | 0 | 0 | 2 | 2 |
| Red Deer Community Educ. | 0 | 0 | 3 | 3 |

Table 3 (cont'd)

Calgary ECS Representatives' Involvement in 1982-'83 Activities (n=19)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Liaison | | | | |
| Zone 5 Meeting | 0 | 2 | 5 | 6 |
| ECS Week | 1 | 4 | 8 | 7 |
| Lobbying | | | | |
| Calgary Board of Education | 1 | 2 | 8 | 8 |
| Other Projects | | | | |
| Vtr Equipment Purchase | 2 | 1 | 3 | 7 |
| ACCESS Computer Program | 0 | 3 | 6 | 3 |
| Visiting Teacher Project | 2 | 1 | 6 | 8 |

A number of observations may be made from the two preceding tables. First, involvement of members in the planning of activities was extremely limited. Secondly, workshops scheduled within meetings guaranteed the highest participation of members over both years. Thirdly, members did not report participation when delegates attended conventions. Yet some, at least, of the delegates gave or sent back reports to the meetings.

Activities that were reported to help 80 percent or more respondents with ECS work in 1981-'82 were:

Information Updates for the Resource Book
Newspaper Advertising
Spring Orientation
Dental Awareness Program
Eye Screening
Children's Advertising Workshop.

Activities that helped 80 percent or more respondents in 1982-'83 with their ECS work were:

Program Renewal Workshop
Workshops for New L.A.C. Postion-Holders
Program Evaluation Workshop
Policy Workshops.

The "Other Projects" in 1982-'83 were planned to reach centres on a rotational basis over a long time period. Many respondents indicated that they expected these projects to help them but their centre's turn had not come up yet.

Priority given to work of the coordinating committee was assessed at the beginning of the evaluation, at the end of the first evaluation year and at the end of the second evaluation year. The responses are presented in Table 4 with "Old Members" separated from "New Members." Members who were on the committee longer than one year were more likely to give Top or High priority to committee work than were new members.

Table 4

Priority Given to Calgary Committee Work

| Priority | Old Members | New Members |
|---|---|---|
| Evaluation Start | | |
| Top | 5 | 1 |
| High | 10 | 4 |
| Fairly High | 1 | 2 |
| Fairly Low | 2 | 3 |
| Low | 0 | 1 |
| Evaluation Mid-Term | | |
| Top | 7 | 5 |
| High | 2 | 4 |
| Fairly High | 2 | 3 |
| Fairly Low | 0 | 1 |
| Evaluation End | | |
| Top | 6 | 2 |
| High | 7 | 2 |
| Fairly High | 1 | 1 |

## Agency Involvement in Activities

Agencies involved in various projects and activities were reported in the Project Report Forms. Agency involvement is summarized in the following tables for those agencies with mutliple-activity involvement and for those with single-activity involvement.

Table 5

Multiple-Activity Calgary Agency Involvement 1981-'82

| Activity | ACCESS | Early Childhood Specialist Assoc. (Teachers) | Parent Resource Unit | Calgary Board of Education | Calgary Health Services | Parent Council | Alberta Education |
|---|---|---|---|---|---|---|---|
| Legal Requirements Workshop | | | | | | | X |
| ACCESS Workshop | X | X | | | | | |
| ACCESS Filming | X | | | | | | |
| ACCESS Utilization Project | X | | | | | | |
| Regional Orientation for New Teachers | X | | X | | | | X |
| English As a Second Language Workshop | | X | | X | | | |
| Category A Workshop | | X | | | | | |
| DayCare-ECS-Parent Seminar | | | | X | | | X |
| Dental Awareness Presentation | | | | | X | | |
| Info. Updates for Resource Book | X | | X | | | | |
| Eye Screening | | | | X | X | | |
| Affiliation with Parent Council | | | X | | | X | X |
| Fall Orientation | X | | | | | X | |
| Spring Orientation | | | X | | | X | X |
| ECS Week | | | X | | | X | X |
| Affiliation with Early Childhood Specialist Assoc. | | X | | | | | |
| Interaction with Calgary Health Services | | | | | X | | |
| Visiting Teacher Pilot Project | | | | | | | X |

Table 6

Multiple-Activity Calgary Agency Involvement 1982-'83

| | ACCESS | Calgary Board of Education | Volunteer Centre | Catholic School Board | ECS Consultant |
|---|---|---|---|---|---|
| Mental Health Assessment Workshop | | | | | X |
| Chairing Effective Meetings | | | X | | |
| Orientation of L.A.C. Positions | | | X | | X |
| Calgary Health and Dental Services Workshop | | X | | X | X |
| Teacher Hiring Workshop | | | X | | |
| Policy Workshops | | | | | X |
| ByLaws Workshop | | | | | X |
| Program Evaluation | | | | | X |
| Program Renewal | | | | | X |
| ECS Week | | X | | X | X |
| Purchase of Vtr Equipment | X | | | | |
| Visiting Teacher Project | | | | | X |
| ACCESS Computer Program | X | | | | X |
| Lobbying Calgary Board of Education | | X | | | |
| Zone 5 Meeting | | X | | X | X |

Table 7

Single-Activity Calgary Agency Involvement 1981-'82

| Activity | Agency |
|---|---|
| Day Care-ECS-Parent Seminar | City of Calgary Social Services |
| " | Services for the Handicapped |
| " | Day Care Coordinators |
| Children's Advertising Presentation | Consumer & Corporate Affairs |
| Society Presentation | Calgary Society for Students with Learning Difficulties |
| Eye Screening | Oddfellow & Rebekah Lodge |
| Interaction with Alberta Mental Health | Alberta Mental Health |
| Staff Exchange | Services for the Handicapped |

Table 8

Single-Activity Calgary Agency Involvement 1982-'83

| Activity | Agency |
|---|---|
| Mental Health Assessment Workshop | Early Childhood Specialist Assoc. (Teachers)<br>Alberta Mental Health |
| Orientation of L.A.C. Positions | Parent Consultant |
| Calgary Health and Dental Services Workshop | Calgary Health Services |
| ByLaws Workshop | Corporate Volunteer Project |
| ECS Week | Parent Council |
| Zone 5 Meeting | Foothills Health Unit |
| Insurance Program | Alberta Education - Finance & Statistics |
| Presentation | Calgary Educational Resources Group |

From these tables of agency involvement with CCO emerges a picture of multi-activity contact with a few agencies that is fairly constant over two years and involvement with a number of other agencies for one activity only.

At the beginning of the evaluation period, agency representatives were asked if their ECS-related service was operating at an optimum level or if the respondent would like to see some changes. Of the 26 respondents, 8 did not address the question, 6 were satisfied with the current situation and 12 described some change they would prefer to see. These are summarized in Table 9.

Table 9

Changes Desired by Calgary Agencies

| Agency | Desired Change |
|---|---|
| ACCESS | Greater involvement with ECS |
| Alta. Consumer & Corporate Affairs | Would like to train ECS people to put on workshops with their material |
| Alta. Social Services: Handicapped Children's Services Rehab. Aides | Prefer to have aides funded by school system so more children would qualify under HCS criteria |
| Calgary Health Services | Encouragement by ECS personnel to have parents come to clinics for services |
| Calgary Safety Council | They need a second Safety City |
| Calgary Zoo | Prefer to communicate directly with teachers regarding preparation for visit rather than with coordinators. |
| Can. Cancer Society | Would like to share free kits and films |
| Heidi's Farm | Prefer visits distributed throughout the year |
| Heritage Park | (Undefined) |
| Parent Resource Unit | (Undefined) |
| Parks & Recreation NE | Need more services to meet increasing demand |
| Rehabilitation Services, Mount Royal College | Need more practicum placements |

Those agencies who recommended no change in services included Services for the Handicapped, the Fire Department, the YWCA Craft and Gym Program, the Centennial Planetarium, the Milk Foundation, and City Parks SW Area.

A follow-up of agencies at the conclusion of the evaluation brought returns from 14 agencies out of 31 contacted. Of those who responded, six reported that their interaction with the CCO was satisfactory and two recommended a change.

Heritage Park reported that they would like to receive a copy of the committee's objectives and they would like to establish communication and find out what the concerns of ECS programs are. They would also like to share coordinators' concerns with sites. They are interested in offering a workshop to prepare teachers for field trips and would be interested in attending some CCO meetings.

One anonymous respondent reported that the CCO agenda was too full and left inadequate time for members to view new materials.

Among the satisfied agencies were the Oddfellow and Rebekah Lodge, the Home & School Association, Heidi's Farm (they would like to receive an evaluation from CCO), and ACCESS (the respondent observed that coordination and cooperation with CCO had improved significantly in the past year).

Agency respondents were also asked what changes, if any, in coordination of services for ECS they had observed in the past two years. Five reported observing changes as summarized below.

Table 10

Changes Observed by Calgary Agencies

| Agency | Changes Observed Over Past Two Years |
|---|---|
| ACCESS | Resources commitments are made, clearer understanding of roles, cooperative efforts complementary, teacher workshops |
| Calgary Association for Children & Adults with Learning Disabilities | More requests for Learning Disabled presentations and information |
| Calgary Health Services | Met with coordinators of 3 programs and drew up Child Health Profile form |
| Family Life Education Council | One ECS has used the Council many times. The Parent Consultant provides information at interagency meetings. |
| Home & School Association | A lot of parent involvement and parent education |

Calgary Community Operators could benefit by having agency representatives sit on their committee. A few agency representatives attend their meetings (the ECS Consultant, the Parent Consultant, ACCESS Consultants) on a regular basis. Increased agency contact could possibly be accomplished by inviting more agencies to attend meetings on a regular basis and possibly hold committee memberships. Continuous liaison would then be established with the circulation of agendas and minutes. Agency representatives might then come for part of a meeting even if they could not attend the whole meeting.

## Parent Perceptions of Coordination

The 20.7 percent return on survey forms from Calgary parents was too low to be considered representative. The results are reported as a matter of interest. However the importance that can be attached to the results is limited.

Parents were asked if they had noticed any improvement in services for children (aged 4½ to 5½) and/or parents over the last three years. The following table summarizes the responses.

Table 11

Calgary Parent Ratings of Services (n=17)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 6 | 5 | 8 |
| No | 7 | 5 | 6 |
| Don't Know | 3 | 4 | 3 |

Of those who reported noticing "More Services" one explained that there was "more information coming back from monthly meetings," one, that "the children do much more to prepare for grade 1," one, "skiing for kindergarten and summer programs by the city," and two reported a broader choice of "day care" or "kindergarten" to choose from.

Comments supporting "Improved Services" were: "better use of community resources," "more facilities available to them," "more pre-school work done in class," and "ECS program has improved from ineffectual to excellent in last 3 years; parent library is excellent."

Of those who noticed "Better Publicity," two reported more use of local bulletin boards, one referred to pre-school immunization services, another to pamphlets sent home with children. One thought that the better publicity was mostly word-of-mouth. One commented that they "could still use more."

Four parents wrote in additional comments. Two felt more involved and aware of services by joining the Local Advisory Committee. One noticed more emphasis being placed on Grade 1 readiness and one reported fewer Parks and Recreation summer programs.

Only one parent respondent did not know where to get information about community services for the family.

Two parents had children with special needs that were not being met. Both referred to the need for programs for gifted children, one explaining the lengthy route she had taken to find a suitable situation for her gifted child. Both indicated that their local ECS organization had not assisted their family in meeting their special need. On the other hand one parent reported that they had "received 100 percent cooperation between the teacher and the speech therapist" for their son's speech problem. The remaining 14 respondents indicated they had no special needs.

Two parents indicated services that were not available to them. One reported that services provided by the City of Calgary were a great distance from them and wondered why Banff Trail and Brentwood were not used. The other parent was reiterating the need for programs and information for parents of gifted children. She had found only one school and it was in south-west Calgary.

Of those parents who chose to make general comments about the coordination of services for ECS-aged children in their area, four lauded the local services and four noted situations that needed changing. One parent wanted a "school nurse situation for kindergarten." (S)he felt that attendance at the health clinic was insufficient when problems were identified. This parent also wanted uniform traffic safety standards for field trips with a specific policy regarding seat belts.

One parent pointed out that their community kindergarten in north-west Calgary had not sought any parent input. The parents were not notified of meetings and decisions. As well, the ECS program was not located in a school and the children missed assembly and gym time.

One parent was critical that their local school limited grade 1 orientation to the ECS children in that school.

Another parent thought the local coordinator's position should be paid directly by government, not through the local centre's funds. The parent thought that the professionalism of the program depended on the coordinator but that it was "unfair to take the money from the operation of the kindergarten."

Finally one parent commented that "ECS instruction has improved over the past few years and (she) would like to see it made compulsory in Alberta."

## Achievement of Goals

### Contribution of Activities to Committee Goals

The Calgary Community Operators' Goals presented in the Coordination Grant Application were stated as follows:

#### Communication

1. To provide liaison between individual programs, agencies and community resources at large.

#### Inservice

1. To organize and conduct In-service training as required in conjunction with appropriate resource persons.
2. To assist Regional Bodies in identifying needs and to determine appropriate strategies i.e. Orientations.
3. To assist local programs in identifying needs and determining strategies and resources and services.
4. To assist in Provincial Program Development.

Category A

1. To increase the number of Category A children enrolled in CCO programs.
2. To make local programs aware of resources.
3. To make the community aware of ECS programs that provide Category A.

Other

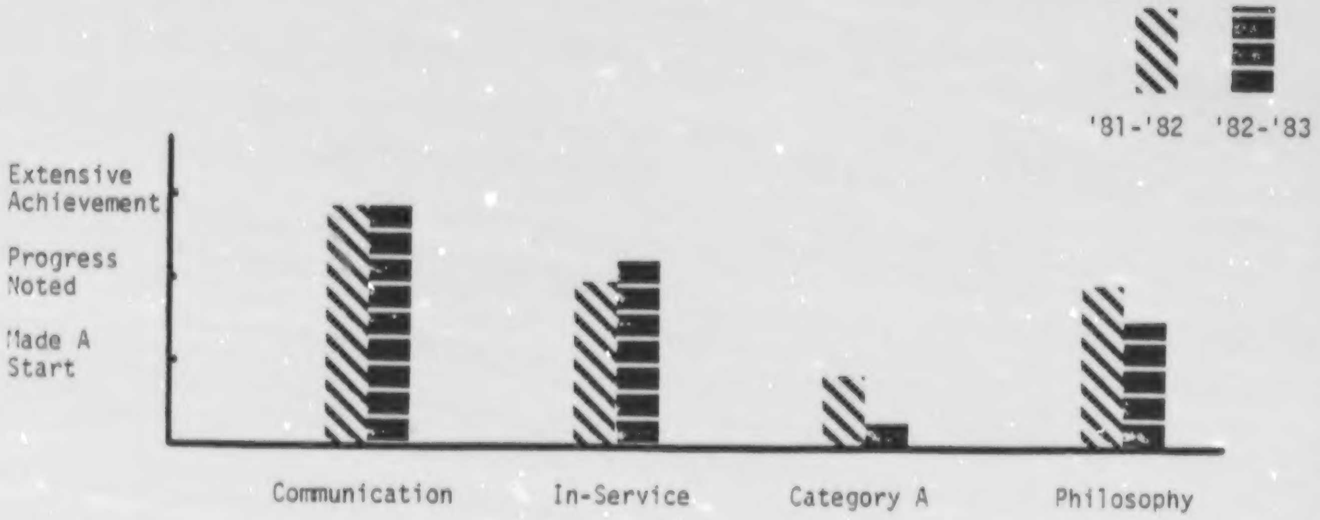
1. To promote the ECS philosophy and its implementation in all its potential.

A comparison of each activity (including monthly meetings, direct assistance from the coordinator and all the various projects) to the goals was made at the end of each of the two evaluation years. (See Figure 1.) Almost all the activities helped to achieve the Communication goal. The majority of activities helped to meet Inservice goals with the exception of the fourth goal. Neither year's activities included assisting in Provincial Program Development by Inservice. The In-service achievement was greater in the second year with the development of the Visiting Teacher Program.

Very few activities contributed to the Category A goals. The Newspaper Advertising made no reference to Category A, the Orientation Programs listed no Category A topics nor did the ECS Week Program. Some typed hand-out material referred to availability of program space for Category A children and deadlines for Category A financing were announced at meetings. Category A goals were met to some extent by other agencies in the second year.

The Other (Philosophy) goal was addressed by a number of activities. Achievement of the goal was limited in the second year due to ECS Week's limited format.

Figure 1
Summary of Calgary Community Operators
Achievement of Committee Goals



## Fit Between Committee Goals and Provincial Program Goals

The Provincial Program Goals of the Coordination Project were:

1) To develop an effective communication network within each regional coordinating committee.
2) To develop an operational plan for coordinating the complementary health, social, and education programs for children 0-8 years of age, parents, and staff with first priority being on handicapped children and those children living in disadvantaged areas.
3) To assist local operators and service agencies within specified geographical areas to develop and implement plans for a coordinated delivery of complementary services to children, parents and staff.

The first Provincial Goal is matched by the Communication Goal of the CCO. The second Provincial Goal is addressed by the Inservice and Category A Goals of the CCO. However the concept of developing a comprehensive plan for coordinating programs is not included in the CCO goals. The third Provincial Goal is addressed by the Inservice Goals of the CCO. However the concept of developing and implementing plans for coordinated services is not included in the CCO goals.

## Calgary Community Operators Self-Evaluation of Goal Achievements

The following report was received from the Calgary Community Operators and is presented here in full. It includes General Comments and an evaluation of each of their goals.

### *General Comments:*

Upon receipt of the co-ordinator's grant, with approximately 33 members in CCO, the decision was made to use a substantial portion of the grant to hire a full time co-ordinator and establish an office for convenience of the members. The co-ordination of services has proved extremely beneficial to members individually and CCO as a whole. We are more visible and more easily accessed by all components. It has facilitated the meeting of many of the goals.

The co-ordination grant has also facilitated:

1. payment of volunteers child care expenses when on CCO business (allows for a greater cross-section of involvement);
2. hiring specialists such as the Visiting Teacher on a contract basis and
3. establishment of a regular monthly meeting place.

### Communication

To provide liaison between individual programs, agencies and community resources at large.

1. Written:
   a) Minutes of monthly CCO meetings sent with forthcoming agenda to each program and agencies.
   b) Minutes of monthly executive meetings distributed to membership.
   c) Information and dates from agencies gathered through co-ordinators and shared at meetings through written and verbal reports.
   d) Agencies and resources find our members more accessible through the establishment of our office as do government departments. Information is gathered and distributed through office.

e) Long range planning for membership based on needs assessment facilitated through monthly meetings.
f) File system in office accessible to members. Bibliography being prepared for fall of 1983 for greater use.
g) Newsletters, etc. shared through meetings and workshops.

2. Interpersonal:

a) Co-ordinator visits all programs: provides consultation, information, support.
b) Regular meetings provide a broader exchange of special talents and resources of all personnel.
c) Establishment of consulting visiting teacher greatly increased teacher communication.
d) Teacher representation to CCO has increased awareness of needs of teachers which are met more easily by joint funding (eg. of Visiting Teacher; Testing Services, etc.) Also eliminates overlap of workshops.
e) Telephone consultation: central liaison, number useful to parents, government, agencies, etc. Information available quickly.
f) Representation on ECS related Associations has been maintained and extended which improves profile. Reporting is regular. Eg. Parent Council; ECS week; Specialist Association; Health Services; Public School Board; Separate Board.

3. Physical:

a) ACCESS equipment available on loan from office (100% utilization) led to purchase of additional set in 1983.
b) Computer pilot project facilitated through ACCESS.
c) Answering service helps local programs; reduces load on consultants.
d) Fixed address gives private operators a higher profile and credibility.

4. Publicity:

   a) Professional logo being developed.
   b) Copytron purchased for use by members
   c) Brochure on ECS - private operators being revamped.
   d) Newspaper adds done twice yearly for membership.
   e) ECS week: has deteriorated over past two years but long range plan indicates a strong revival of Parent Council and related activities.

Inservice

1. Inservice and workshops have increased significantly to meet members needs in the past three years.
   (1981-4; 1981/82-13; 1982/83-15 eg. Legal, English as a Second Language, Category A, Staff recruitment).
2. Long range planning facilitated through better participation, records and needs assessment.
3. Through needs assessment by programs we have been able to establish a need for consultative services and hire appropriate persons such as the Visiting Teacher on a joint funding basis.
4. Attendance at seminars, workshops and conventions is facilitated through joint funding with reporting to membership a useful means of information sharing.
5. ACCESS continues to use our ECS programs for filming educational ECS programs.
6. Submissions to government committees such as ECS Policy Advisory, Provincial Funding Task force, reorganization of Alberta Education are more representative because of greater communication within group.

## Category A

1. To increase the number of Category A children enrolled in CECSCO programs.
2. To make local programs aware of resources.
3. To make community aware of ECS programs that provide Category A.

RESULTS:

1. Exchange at regular monthly meetings of members has resulted in:
   a) Better identification of Category A child.
   b) Reduction of any stigma related to acceptance of Category A child in program.
   c) Significant increase in number of programs accepting moderate Category A children.
2. Resources are discussed at meetings with more specific help available through co-ordinator and visiting teacher. Liaison also being established with Mental Health and Health Services.
3. Names and locations of programs accepting Category A students advertised constantly through Childrens Hospital as well as CCO office.

## To Promote the ECS Philosophy and its Implementation in all its Potential

1. CCO constantly endeavors to promote within its membership a need to address each of the four components. This is done largely through workshops given by and supported by CCO (see project reports).
2. Monitoring of government action concerning ECS is done by executive with request for involvement where possible. eg.
   (a) Reorganization of Alberta Education - CCO representative to stakeholders meeting resulting in follow up presentation.
   (b) Funding for programs.
   (c) Support for aids to Category A children as ECS priority.
3. Through community presentations, involvement in Parent Council, ECS week and other joint programs, maintain Community Operated Programs as a viable alternative.

(End of Committee Report)

## Committee Effectiveness

### Communication

Out of 11 meetings held during 1982, the average reported attendance of respondents was 9.0 meetings. In 1983, the average reported attendance was 9.8 meetings out of 11.

At three points in the evaluation (the beginning, the end of the first year, the end of the second year) committee members were asked how many new people they had met on the Coordinating Committee. The results are presented in Table 12. At each point in time, it was evident that being a member of the CCO helped individuals to meet others. The figures would appear to lead to the conclusion that members were meeting an increasing number of new people throughout the evaluation period. This may have been the case; however a higher percentage of older members responded to the final survey than to the earlier survey and this may have affected the responses.

Table 12
Number of Committee Members that Calgary ECS Representatives Know By Name

| | Evaluation Start (n=27) | Mid-Term (n=26) | Evaluation End (n=19) |
|---|---|---|---|
| Average Number Known Before Joining Committee | 1.3 | 1.0 | 1.2 |
| Average Number Known Currently | 10.0 | 14.2 | 16.8 |

Most respondents at both the mid-term and final evaluation reported that they had met new people on the committee that had helped in their work. The average number of helpful people associated with ECS centres that had been met by others was 6.1 (1982) and 8.4 (1983). The average number of helpful people representing service agencies that had been met by others was 1.9

(1982) and 3.4 (1983).

In 1982, of 26 respondents all but one felt they had sufficient opportunity to make their opinions known at committee meetings. In 1983, all 19 respondents indicated that they felt they had sufficient opportunity to make their opinions known, as committee members. Several respondents added comments indicating that the group was very open and that comments and expression of opinion were encouraged. Two respondents stated that it took a few months before new members felt free to participate fully in the meetings.

To summarize, attendance at meetings is high. Many committee members get to know one another. Committee meetings permit participation; however, new members find it difficult to participate.

## Planning and Control

This committee has a clear, written statement of purpose (although it does not exactly reflect the objectives of the provincial grant).

Of the 26 respondents in 1982, five were not able to state the purpose of the committee. All 20 who did, mentioned providing liaison and assisting regional programs and bodies. Organizing and conducting in-service training and promoting ECS philosophy were mentioned by a few. No respondents cited assisting in provincial program development as a specific purpose; however, there was an emphasis on lobbying the provincial government for funds and other resources required by Calgary region programs. No respondents specifically mentioned identification of needs and determination of strategies, increasing the community's awareness of Category A programs, or increasing the number of Category A enrollments.

In 1983, 18 of 19 respondents mentioned liaison and assistance. Two respondents mentioned in-service and two mentioned identification of needs and determination of strategies. One respondent mentioned promoting ECS philosophy. No respondents cited assisting in provincial program development, increasing community awareness of Category A programs or increasing the number of Category A children enrolled in programs as purposes of the committee. Eight respondents mentioned mutual problem solving and assistance among programs as the specific purpose of the Committee and two mentioned lobbying. Two agencies who regularly attend meetings in 1983 mentioned liaison and assistance. One also mentioned in-service and the other, program planning and lobbying.

Informal review of the committee's activities to ensure that they are in accord with the outline plan prepared by the executive occurs on an ongoing basis, at the monthly Board (executive) meetings. The budget is not planned strictly in keeping with the statement of purpose and annual plan of the committee. It is prepared by the Board in June, based upon fixed costs, and reviewed and approved by the membership in September.

A budget report is presented for information at each meeting. Most discretionary monies are allocated by December and adjustments in the allocations are made by the board throughout the year, as deemed appropriate and necessary. A funding committee consisting of the treasurer and other committee members acts as an approvals committee over conference monies and parent program funds. The treasurer also oversees the financial aspect of the visiting teacher project.

To summarize, committee members have a limited understanding of the purpose of their committee, focusing primarily on development of the existing programs and their operators. There is little or no awareness of the committee's role in long-term planning for the region and addressing Category A concerns. The planning and budgeting process largely involves the executive rather than the entire membership. Planning seems to follow budgeting, rather than preceding it.

## Organization of Work

A set of by-laws governing procedures for doing business exists. Committee meetings are held regularly, once a month. Agenda and associated reading materials are prepared and distributed in advance of meetings. There is an established procedure for the way in which meetings are conducted. Minutes are recorded at every meeting and used for future reference. Board meetings are held regularly, once a month.

In 1982, nine respondents had worked on a sub-committee. All these agreed that they understood their tasks and reported regularly to the committee. In the second year of the study, six sub-committees were used (Calgary Board of Education Lobbying (2 executives plus 4 members), Review of Coordination (membership unknown), Vtr Purchase (2 members), Visiting Teacher Terms of Reference (3 executive members plus the coordinator), Funding Committee for Conferences (treasurer plus 2 members) and a Policies and ByLaws Committee (3 members).

There is a written position for the coordinator; however, the roles of the coordinator, the Board, and the members at large are not clear and distinct.

To summarize, this committee has well-established procedures and well-organized meetings. However, use of sub-committees is very limited considering its size, and roles are not fully defined.

## Development of Human Resources

Duties and responsibilities of committee members are described verbally, except as presented in the by-laws. The role of board members is defined in writing, however. No file of committee members' skills, backgrounds and interests is kept. This idea was acknowledged as a good one but the turn-over of members each year might make it difficult to keep up such a file.

Much of the membership is new each year. The executive demonstrates more continuity: of seven members, half were new in 1982. New committee members are oriented through meetings, particularly in May and June.

To summarize, the full potential for development of human resources is not realized. Members have no clear role definition and there is no organized way to assist in tapping their particular knowledge and skills on an ongoing basis, especially because use of sub-committees is limited.

## Level of Coordination Assessment

The level of coordination of programs and services was significantly increased for Calgary Community Operators over the period of the evaluation. Coordination efforts focused on general meetings and interaction with the regional coordinator. A formal comprehensive coordination plan as described in the Provincial Goals does not exist, although informal plans for coordination of services were observed.

Calgary committee meeting agendas were ambitious. Great respect was paid to the efforts of members to attend general meetings and the executive and coordinator spared no effort to make meeting times worthwhile. Such was the case from the beginning to end of the evaluation period. The second year, the format of meetings changed with the building in of workshops on a regular basis. With the rapid pace required to move through the heavy meeting agendas, relatively little opportunity was available for members to meet and discuss common concerns informally. Considering the potential pool of helpful people attending CCO meetings, respondents reported meeting relatively few new people that helped in their work.

CCO members reported receiving very considerable assistance from the regional coordinator in conducting the daily business of operating their ECS centres. It would seem helpful to the long-term health of ECS centres to have their basic needs fulfilled in some self-sufficient manner, such as relying on meeting minutes or a newsletter for specific information, and their secondary needs, such as program enrichment, met by a salaried staff person.

One coordination project unique to this committee that involved many of the members was the Visiting Teacher Project. The Information Updates provided by the coordinator at monthly meetings were appreciated by the highest proportion of respondents of all coordination activities.

Efforts to coordinate services for ECS programs met with mixed success. Eye screening, dental programs and ACCESS were key services where delivery was highly rated. Efforts to coordinate needs with services had not been resolved with either Calgary Health Services or Alberta Mental Health by the end of the evaluation period. Committee representatives made continued efforts to make their needs known to these two health services. The committee now requires assistance outside of its own membership's efforts in these cases.

In terms of the Provincial Goals to develop and implement plans for coordination of programs and services, the committee does not have any formal plans. Their activities are chosen to meet specific and immediate needs. Given the Calgary setting where there are so many services, the major challenge for the committee appears to be to find out about services that are offered. A formal plan for interacting with agencies may seem idealistic. Such a plan could be realistic if the committee separated those agencies from whom they need continuous assistance (e.g. health-related services) from those that they may be involved with once a year (e.g. field trips) and drew up plans for interacting with the two categories.

Informal plans for coordination of services exist. It is assumed that members will meet each other and find common interests at general meetings. It is assumed that inviting agency representatives to describe their services through a workshop format at monthly meetings will help individual centres to connect with the services they need. Finally the hiring of a coordinator and the renting of an office are an informal plan to focus coordination onto one site and through one individual.

Turnover of the CCO executive every year makes it difficult for any one executive to develop an overall plan for coordinating programs and services. The committee could be assisted to formalize coordination plans based on their informal plans through planning workshops. A comprehensive coordination plan could assist the committee in developing and maintaining relationships with individual agencies.

## Summary

Calgary Community Operators is a large committee made up of private operators. The majority of their Coordination Grant funds were spent on hiring a full-time coordinator and renting commercial office space.

Coordination activities were accomplished in large part at the general meetings and through the coordinator. The committee is characterized by a strong dedicated executive. Members-at-large were not extensively involved in the planning of activities. However they were appreciative of what the committee was doing to help them operate their local ECS centres, in particular of the assistance from the coordinator.

Nine of the 31 projects reported for 1981-'82 were a continuation of activity begun before the Coordination Grant was instituted.

New activities to which the CCO contributed major efforts in 1981-'82 included:

The Visiting Teacher Pilot Project
The ACCESS Utilization Project
The full-day Legal Workshop
Five special presentations at CCO meetings
Lobbying regarding The Education Task Force on Financing
Interaction with Calgary Health Services re Utilization of Services
Interaction with Alberta Mental Health re Availability and Utilization
and
Evaluation of CCO Meetings

Direct project costs accounted for 6.2 percent of the 1981-'82 expenses.

In terms of clientele directly receiving programs, children were the direct recipients of one new program (ACCESS Utilization) and parents were direct recipients of three new programs (ACCESS Utilization, the Legal Requirements Workshop, and the Day Care-ECS-Parent Seminar). Parents who were attendants at CCO meetings were also exposed to five brief presentations. Teachers were direct recipients of the Visiting Teacher Pilot Project and the Day Care-ECS-Parent Seminar and three other workshops all of which were sponsored by related but independent groups.

The CCO committee put a good deal of emphasis on reaching clientele through CCO representatives. The number and scope of new projects mounted that had direct impact on children, parents and teachers was low given the total operating budget.

The second year of the evaluation saw activities developing out of those that had shown they were meeting definite needs the previous year. Specifically, the number of workshops scheduled into meeting agendas was doubled and the visiting teacher project was greatly expanded to include 21 programs. Communications with Calgary Health Services and Alberta Mental Health were pursued. A videotape recorder was purchased.

Direct project costs increased to 17 percent of the 1982-'83 expenses.

In terms of clientele directly receiving programs, children were direct recipients of three new programs all of which would have greater impact in the future than in 1982-'83 (i.e. the purchase of the vtr, the ACCESS computer program, and the insurance coverage program). Parents who attended CCO meetings were the recipients of nine workshops within meetings. Teachers were provided with two workshops and the insurance coverage program.

This committee runs on the energies of its executive and its coordinator to accomplish its work. It needs to pursue projects that use the energies of sub-committees to accomplish more for the needs of smaller groups within the whole committee. Especially is this so with such a large committee where it is easy to slip into the "in group-out group" syndrome (a problem that was reported by two members).

A few agency representatives attended meetings regularly. A number of agency representatives presented short workshops within the general meeting format to explain their services to ECS representatives from the local centres. The CCO committee experienced some difficulty in communicating their needs to a few agencies. The number of services and branch offices in the city of Calgary that could potentially help to meet the needs of ECS is a very real communication challenge. However CCO are now at the stage of maintaining communication channels with most of the agencies with which they wish to interact.

The committee's coordination activities were definitely meeting the needs of members as reported by them. However the activities fulfilled the committee's Communication and Inservice goals better than it did its Category A goals or the Provincial Program Goals.

In terms of committee effectiveness, the most positive feature of this committee is its ability to organize its meetings. Some improvement is in order in the area of planning and control and, to a lesser extent, communication. Understanding of the committee's purpose was limited.

It was concluded that the level of coordination of ECS programs and services significantly increased as a result of the coordination grant to Calgary Community Operators.

# III

# CASE B: FOOTHILLS COORDINATING ASSOCIATION

## Introduction

In this chapter, details of the operation of the Foothills Coordinating Association are presented and analyzed. A summary of the data received regarding Foothills Coordinating Association and the rates of return are presented in Table 13. In addition, minutes of all general and board meetings during the evaluation period were received.

## Committee Background

The Foothills Coordinating Society was incorporated as a legal society in February, 1979. The membership is made up of private operators.

As of September, 1981, there were seven operators each with one centre belonging to the Committee. During the 1982-'83 year one of the operators opened a second centre for its program.

Of the 12 people who responded to the mid-term questionnaire (June, 1982), 58 percent had been committee members longer than one year. Sixty-seven percent of the 12 respondents to the final evaluation had been on the committee longer than one year.

The Committee meets on a monthly basis ten times a year. The board (executive) began meeting before each general meeting in January 1982.

Meeting sites were rotated part of the time and held in Okotoks the remainder of the time. Distances travelled one-way to attend meetings averaged 19.5 kilometers.

Table 13

Summary of Foothills Data

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Fall 1981 | ECS Centre Profiles | 7 | 6 | 85.7% |
| Fall 1981 | Status Reports from Committee Members | 12 | 11 | 91.7 |
| Fall 1981 | Coordination of Complementary Programs | 1 | 1 | 100.0 |
| Fall 1981 | Details of Expenditures 1980-'81 | 1 | 1 | 100.0 |
| Fall 1981 | Agency Reports | 10 | 12 | 100.0 |
| 1981-'82 | Project Reports | -- | 11 | -- |
| Spring 1982 | Report from Coordinating Committee Members | 17 | 12 | 70.6 |
| Spring 1982 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Fall 1982 | Details of Expenditures 1981-'82 | 1 | 1 | 100.0 |
| Spring 1983 | Report from ECS Committee Representatives | 16 | 12 | 75.0 |
| Spring 1983 | Agency Reports | 7 | 5 | 71.4 |
| Spring 1983 | Parent Perceptions | 16 | 8 | 50.0 |
| 1982-'83 | Project Reports | -- | 14 | -- |
| Spring 1983 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Spring 1983 | Overview of Committee Project Development | 1 | 1 | 100.0 |
| Spring 1983 | Details of Expenditures 1982-'83 | 1 | 1 | 100.0 |
| Spring 1983 | Committee Self-Evaluation Report | -- | 1 | -- |

## Coordination of Projects and Activities

### Development of Operational Plans

The conceptual framework used to collect information on planning for projects was explained on p 11. The current stage of development for each of Foothills' projects as of September 1981 is reported below.

| Stage | Project |
|---|---|
| Idea | - - - |
| Discussion | - - - |
| Trial Run | - - - |
| Implementation | Communication Workshop<br>Hiring a Regional Coordinator |
| Evaluation | - - - |
| Modification | - - - |

The two projects at the Implementation stage had both progressed through the Idea and Discussion stages previously.

At the conclusion of the evaluation the committee described the stages of development that five representative projects had followed. A sequence for mounting projects from Idea to Discussion to Implementation to Evaluation was the common path followed. One project was terminated after a Trial Run when it was found to duplicate another service. One project was modified after an evaluation showed the need for a different level of involvement. It was the committee's conclusion that the Evaluation stage was the most important stage in that it helped them assess whether each project was meeting needs and whether it was well organized and implemented.

## Overview of Projects

Activities and projects reported by the Foothills Coordinating Association (FCA) for the 1981-'82 and 1982-'83 years are listed below.

### Workshops

A. Organized by Regional Committee

'81-'82 - Legal Workshop
Program Renewal Proposal Workshop
Communications
Spring Orientation (Discussion only)
'82-'83 - Executive Session
2 years - Local Orientation Planning

(Within Meeting Agenda)

'82-'83 - Parent Programming
Program Evaluation
Services for the Handicapped
ECS Consultant for the Visually Impaired
ECS Consultant for the Hearing Impaired
Puppetry
District Home Economist
Parent Consultant
2 years - Mental Health Services
ECS ACCESS Consultant

B. With Committee Involvement
    '81-'82 - ECS Grade 1 Teachers Social
    2 years - Parent Convention

C. Delegates to Workshop
    '82-'83 - Teacher to Early Childhood Assoc. Conference

Other Projects

'81-'82 - Brochure
    Parent Resource Booklet
    Field Trip Booklet
    Community Resource Booklet
    Toy Lending Library
    Coordinator Served as Panelist at local meeting
    Child Health Profile
'82-'83 - Logo
    Special Olympics Aid Project
    Staff Development Fund
    Public Relations - Media Coverage
2 years - Scrapbook
    Coordinator's Update of Resources
    Teacher's Contract
    Goals and Time Lines

For a brief description of each project/activity, refer to Appendix B.

Pre-Grant and Grant Projects

Three of the projects listed had been underway before receipt of the Coordination Grant: the Scrapbook of news clippings, the Goals & Time Lines planning activity and Spring Orientation.

## How Grant Funds Were Spent

Reports on expenditures of coordination funds were received from one treasurer throughout the study. There was some difficulty in separating Projects Costs from Meeting Costs.

| | '80-'81 | '81-'82 | '82-'83 | Total |
|---|---|---|---|---|
| Grant Money Received | $8,050. | $8,050. | $8,200. | $24,300. |
| Grant Allocations | | | | |
| Coordinator | | 5,877. | 6,940. | |
| Coordination Meetings | | 1,805. | 2,183. | |
| Coordination Projects | | 1,789. | 1,293. | |
| Other | 98. | 768. | 2,242. | |
| Total | $ 98. | $10,239. | $12,658. | $22,995. |

Included under costs attributed to the Coordinator were salary, travel and subsistence. The Coordination Meetings total included technical services, travel and subsistence, room rental, copying, supplies and materials and babysitting. The major expenditures included in the "Other" category were a filing cabinet and typewriter ($335.00) and a reconditioned photocopier ($1295.00).

A breakdown of project costs for the last two years of the coordination grant follows:

| | 1981-'82 | 1982-'83 |
|---|---|---|
| Project Costs | | |
| Professional Fees & Honoraria | $ 456. | $ 350. |
| Technical Services | 441. | 35. |
| Xeroxing | 98. | 57. |
| Telephone | -- | 4. |
| Postage | 15. | 33. |
| Registration Fees | -- | 45. |
| Travel | 297. | 423. |
| Subsistence | 65. | 5. |
| Room Rental | 60. | 39. |
| Advertising | 145. | -- |
| Prizes | -- | 120. |
| Refreshments | 242. | 120. |
| Other | -- | 62. |
| Total | $1819. | $1293. |
| Project Income | $30. | 0. |
| Net Costs | $1789. | $1293. |

## Process of Initiation of Projects

Ideas for projects were attributed to the Foothills Committee members, the Coordinator, a concerned parent, the Teacher Representative to the Committee, the ECS Consultant and the Health Unit Nursing Supervisor. About one-quarter of the ideas were presented at Board Meetings. The majority of ideas were aired at general meetings.

The planning time for most projects ranged from two to five months. The total duration of most projects from first discussion to total completion also ranged from two to five months. A few projects of a resource book nature and the health profile requiring updating yearly were given no project termination date.

## Coordinator's Position

The Foothills Coordinating Committee approved a job description for the position of coordinator in June, 1981, and filled the position in October, 1981. The part-time position was filled by an individual with previous professional experience.

The Coordinator is responsible to the Executive. Responsibilities include attending monthly meetings of FCA and an Interagency group, attending one program per year of each ECS Society, attending Health Unit quarterly meetings, establishing a working relationship with Community Services, correspondence, liaison with committee members, resource person to programs, maintenance of filing system and lending library, liaison with other coordinating committees, and assisting with organization of workshops, seminars, etc.

The costs associated with the coordinator's position are presented below:

| | 1980-81 | 1981-82 | 1982-83 |
|---|---|---|---|
| Salary | -- | 5250. | 6450. |
| Travel | -- | 566. | 427. |
| Subsistence | -- | 61. | 63. |
| | -- | $5877. | $6940. |

The coordinator's report of activities indicated her time was spent as follows:

| | | |
|---|---|---|
| Administration: | agendas<br>office procedures<br>regional newsletter<br>locating facilities | 30% |
| Liaison & Public Awareness: | Interagency meetings<br>local LAC's<br>media presentations<br>Provincial ECS Consultant | 10% |
| Information Management: | distribution of information & materials<br>lending library<br>contacting resource people<br>establishing resource people library | 10% |
| Consultation: | being a resource person<br>being a consultant to local programs | |
| Planning & Operations: | Zone 5 Regional meetings<br>"Special Education" Task Force (representing FCA)<br>Sub-committee meetings<br>FCA Board meetings<br>FCA General meetings<br>Health Unit meetings | 50% |

The Coordinator made herself available for Foothills Coordinating Association work on a half-time basis, i.e. 20 hours per week. She did not report her exact hours to the committee; however, she did circulate a written report of her activities at each general meeting. Assuming 10 working months, the honorarium was paid at the rate of $645.00 per month for 80 hours' work in 1982-'83. This was approximately 55 percent of total yearly expenses of the committee.

Some of the activities reported by the Foothills Coordinating Association were carried out largely or completely by the Coordinator. These activities, along with the Coordinator's role are presented below.

| Activity | Coordinator's Role |
|---|---|
| Scrapbook | Entered media stories as they appeared in print |
| Brochure | Coordinated production and distributed Brochure |
| Parent Resource Booklet | Collected contents and distributed Booklet |
| Field Trip Booklet | Collected contents and distributed Booklet |
| Local Orientation Planning Workshop | Chaired Workshop |
| Community Resource Booklet | Collected contents and distributed Booklet |
| Coordinator's Update of Resources | Collected information and presented it at general meetings |
| Goals and Time Lines | Liaison between Sub-Committee, Executive and FCA members to develop and finalize statement |
| Coordinator Served as Panelist at Local Meeting | Explained function of private operated ECS centres |

The Regional Coordinator for Foothills Coordinating Association plays a strong leadership role. In such a case the committee activities become highly dependent on the one person to make them successful. This committee is fortunate to have a highly qualified person for Coordinator in that she can do so much to further their goals; however, the committee members do not tend to contribute to their maximum. As an example, the Coordinator led the committee through its Goals and Time Lines activity rather than the President.

The committee needs to reexamine not only the Coordinator's Job Description but also the descriptions of executive and members' responsibilities. The optimum balance between responsibilities of the volunteer membership and the hired coordinator is a difficult one to achieve. However in the interests of fostering leadership, committee members should take as much responsibility as possible for committee ventures.

## Clientele Served by Activities

All seven centres with membership in the Foothills Coordinating Association as of September, 1981 reported details of their local programs. A total of 345 children were registered in the seven centres.

One project with the potential to directly impact children was the Toy Lending Library for handicapped children. For this project an FCA member wrote newspaper articles describing the need. The Rebekah Lodge responded and began to organize a Toy Lending Library in conjunction with the High River Library. An FCA representative works on the project. A second project involved children in collecting proofs of purchase for the Special Olympics.

Projects and activities (in addition to short presentationswithin FCA meetings) directly impacting parents included:

FCA Brochure
Parent Resource Booklet
Field Trip Booklet
Community Resource Booklet
Legal Workshop
Parent Convention
Program Renewal - Proposal Workshop
Communications Workshop

Local Orientation Planning Workshops
Executive Session Workshop
Public Relations - Media Coverage
Coordinator Served as Panelist at Local Meeting

All of these activities were initiated during the grant period.

Projects and activities directly impacting the teaching staff included:

Parent Resource Booklet
Field Trip Booklet
Community Resource Booklet
Teacher's Contract
ECS-Grade 1 Teachers' Social
Staff Development Fund

All of these activities were initiated during the grant period.

## Operator Involvement

At the beginning of the evaluation, individual committee members were asked to list actions taken by the Committee by September, 1981 that helped operators and/or agencies increase complementary ECS services. Of the 5 respondents who were new to the committee as of September, 1981, all were able to identify one or more projects as were all ongoing members. The project mentioned most often was the Communication Workshop; second most often was the Orientation Workshop; third most often was the description of services given by agency representatives at the Committee meetings.

The major data collected from members on their involvement in committee activities was at the conclusion of each of the two years of the evaluation. All projects were listed and members were asked to report the involvement they had (if any) with each activity, as well as an indication of whether or not the activity helped in their ECS work. The responses from 8 members for the 1981-'82 activities and from 12 members for the 1982-'83 activities are presented in the following tables.

Table 14

ECS Representatives' Involvement in 1981-'82 Foothills Activities (n=8)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Workshops Organized by Committee | | | | |
| Legal | 3 | 0 | 3 | 7 |
| Proposal | 2 | 2 | 3 | 7 |
| Communications | 0 | 2 | 2 | 5 |
| Orientation Planning | 1 | 2 | 3 | 7 |
| Spring Orientation | 4 | 0 | 1 | 2 |
| Mental Health Services | 0 | 1 | 7 | 6 |
| ECS ACCESS Services | 0 | 0 | 6 | 4 |
| Workshops with Committee Involvement | | | | |
| Parent Convention | 1 | 3 | 3 | 5 |
| ECS Grade 1 Social | 1 | 2 | 2 | 5 |
| Other Projects | | | | |
| Scrapbook | 0 | 1 | 4 | 3 |
| Brochure | 2 | 3 | 3 | 7 |
| Parent Resource Booklet | 1 | 0 | 6 | 4 |
| Field Trip Booklet | 2 | 2 | 4 | 7 |
| Community Resource Booklet | 1 | 0 | 6 | 6 |
| Coordinator's Update of Resources | 0 | 1 | 4 | 5 |
| Teacher's Contract | 1 | 2 | 4 | 7 |
| Toy Lending Library | 1 | 3 | 1 | 2 |
| Coordinator to Meeting | 0 | 0 | 2 | 3 |
| Goals and Time Lines | 1 | 1 | 5 | 6 |

Table 15

ECS Representatives Involvement in 1982-'83 Foothills Activities (n=12)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Workshops Organized by Committee | | | | |
| Executive Session | 2 | 6 | 1 | 7 |
| Parent Programming | 1 | 3 | 7 | 9 |
| Program Evaluation | 0 | 2 | 8 | 10 |
| Local Orientation Planning | 1 | 3 | 6 | 9 |
| Outside Speakers | 0 | 5 | 6 | 10 |
| Workshop with Committee Involvement | | | | |
| Parent Convention | 1 | 6 | 4 | 9 |
| Delegate to Workshop | | | | |
| Teacher Rep. to Early Childhood Assoc. Conference | 1 | 3 | 1 | 3 |
| Other Projects | | | | |
| FCA Scrapbook | 0 | 1 | 5 | 0 |
| Developing Logo | 2 | 3 | 2 | 1 |
| Teacher's Contract | 1 | 3 | 3 | 7 |
| Goals & Time Lines | 0 | 8 | 2 | 7 |
| Staff Development Fund | 4 | 1 | 3 | 4 |
| Special Olympics Aid | 0 | 3 | 7 | 8 |
| Public Relations | 0 | 2 | 6 | 8 |

The 1981-'82 activities that helped at least 80 percent of operators in their ECS work were the Brochure, the Field Trip Booklet, the Teacher's Contract, the Legal Workshop, the Local Orientation Planning Workshop, and the Proposal Workshop. The Spring Orientation did not progress beyond the discussion stage and the Toy Lending Library was essentially taken up by the Rebekah Lodge after the idea was initiated by FCA.

The 1982-'83 activities that helped at least 80 percent of the respondents in their ECS work were the Program Evaluation Workshop and the Outside Speakers who made short presentations at general meetings. A report back from the teacher representative who attended the Early Childhood Association Conference to committee members should have increased the number of respondents helped in their ECS work.

Priority given to Foothills Coordinating Association committee work by individual members was assessed at the beginning, mid-way point and end of the evaluation period. Old members tended to give higher priority to committee work than new members at all three times. (See Table 16).

Table 16

Priority Given to Foothills Committee Work

| Priority | Old Members | New Members |
|---|---|---|
| | Evaluation Start | |
| Top | 1 | 0 |
| High | 5 | 2 |
| Fairly High | 1 | 1 |
| Fairly Low | 0 | 1 |
| | Evaluation Mid-Term | |
| Top | 3 | 0 |
| High | 0 | 0 |
| Fairly High | 2 | 1 |
| Fairly Low | 0 | 2 |
| | Evaluation End | |
| Top | 4 | 0 |
| High | 1 | 2 |
| Fairly High | 3 | 2 |

Agency Involvement in Activities

A summary of agencies involved with Foothills Coordinating Association activities and projects in the two study years (according to the Project Report Forms) appears in Table 17 and 18.

Table 17

Foothills Agency Involvement in 1981-'82

| Activity | Cayley School | Foothills School Div. | Alberta Education | Rebekah Lodge | High River Library | Foothills Health Unit |
|---|---|---|---|---|---|---|
| Parent Conference | X | | | | | |
| ECS-Grade 1 Teachers Social | | X | | | | |
| Legal Workshop | | | X | | | |
| Toy Lending Library | | | | X | X | |
| Child Health Profile | | | | | | X |

Table 18

Foothills Agency Involvement in 1982-'83

| Activity | ECS Consultant | ECS Parent Consultant | Foothills Health Unit | Mental Health | ACCESS ECS Consultant | Services for the Handicapped | ECS Consultant for Visually Impaired | ECS Consultant for Hearing Impaired | District Home Economist | Foothills School Division |
|---|---|---|---|---|---|---|---|---|---|---|
| Executive Workshop | X | | | | | | | | | |
| Parent Programming Workshop | | X | X | | | | | | | |
| Program Evaluation Workshop | X | | | | | | | | | |
| Short Presentations During Meetings | | | | X | X | X | X | X | X | |
| Parent Convention | | | | | | | | | | X |
| Staff Development Fund | | | | | | X | | | | |

In the second year of the evaluation there were slightly more activities involving service agencies than the first year and involvement with almost twice as many agencies as the first year. Involvement with the same agency for more than one project was very limited.

At the beginning of the evaluation period, 12 agency service descriptions were received for services relating to the Foothills Coordinating Association. (Of the 12 reports, 8 were from the various services included in the Foothills Health Unit.)

Four respondents indicated that they would like to see some changes in their ECS-related service as summarized in Table 19.

Table 19

Changes Desired by Foothills Agencies

| Agency | Desired Change |
|---|---|
| ACCESS | Playback video equipment acquired by ECS |
| Foothills School Division #38 | ECS programs to be operated by the school system |
| Community Health Nurse Screening | Increased level of service to reach all pre-ECS children |
| Dental Services | Expanded parent awareness |

Those agencies who recommended no change in services included the High River Instructional Media Centre, Alberta Agriculture, and Foothills Health Unit (Community Health Nurse-Liaison Resource Person, Education, Consultation, Regular Liaison & Consultation and Liaison).

Agency representatives were again contacted at the conclusion of the evaluation. Five out of seven responded. One of these reported attending meetings on a regular basis.

Three reported that their interaction with the committee was satisfactory (Foothills School Division, the District Home Economist and Dental Services); one did not respond; ACCESS rated the interaction unsatisfactory. The ACCESS consultant found that channelling most information through the regional coordinator "eliminated any broad base of communication with other members of the committee and with teachers and classes."

Changes in coordination of services for ECS in the Foothills area over the evaluation period were observed by four respondents as reported in Table 20.

Table 20

Changes Observed by Foothills Agencies

| Agency | Changes Observed Over Past Two Years |
|---|---|
| Foothills School Division | Discussion of reporting methods and early identification of student problems on an area basis. |
| Alberta Agriculture | Regional Coordinator has raised the profile of ECS through work with community groups and agencies and the School Division |
| Dental Dept., Foothills Health Unit | Visits are now scheduled through local coordinator (they are becoming more involved with the everyday operation of ECS) |
| ACCESS | Increased dependence on the Coordinator has resulted in less use of community and agency resource people.<br>The scope of the program has narrowed. |

## Parent Perceptions of Coordination

Fifty percent of the survey forms delivered to Foothills parents were returned. Given the low rate of return the responses cannot be interpreted as representative of all highly involved parents in the Foothills Region. They do indicate the opinions and observations of eight concerned parents about ECS coordination in the area.

Parent ratings of improvement in services over the past three years for children aged 4½ to 5½ and/or parents are summarized in Table 21.

Table 21

Foothills Parent Ratings of Services (n=8)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 5 | 4 | 3 |
| No | 1 | 2 | 2 |
| Don't Know | 1 | 1 | 2 |
| No Answer | 1 | 1 | 1 |

Explanations from the parents reporting "More Services" included special needs children, speech therapy and full time aide, more adult education classes, parent workshops, a new swimming pool, a recreation centre and a library (2 respondents).

"Improved Services" noted were "classes held at more convenient times," "more babysitting available for workshops and meetings," and "more integration with grade 1, more parent involvement in program, more 'therapeutic-type' programs available for special needs children." One parent reported that there was more integration of handicapped children and that it was successful.

The three respondents noting "Better Publicity" all referred to local newspaper articles. In addition, one referred to local radio and two to signs.

All respondents knew where to get information about community services for the family.

One out of eight parents indicated s(he) had a special need that was not being met. The concern was with a government grant for special needs children that had begun a year ago and was about to run out at the end of August 1983. Specifically the parent was concerned with whether "Playskills morning" and swimming would be continued.

Two parents reported that their local ECS organization had assisted their family in meeting special needs. One parent indicated that their needs had been met very adequately for a daughter with a slight speech problem and a son with a hearing and speech handicap. The second parent noted that "ECS had been the best thing for their 'special' child. Socially and emotionally he had matured." One parent who indicated that their family had no special needs commented on increased awareness of the children's needs and activities that the father had gained through involvement in the program.

In terms of duplication of services, one parent reported that speech therapy was available through ECS or the Health Unit. However s(he) found the service through ECS more convenient since the child could go to therapy while at "kindergarten."

Three parents responded that there were services that were not available. One saw a need for a summer program (day camp or morning session) for young children that would include hikes, crafts, etc. One recommended a musical program for ECS-age children. One parent reported that there were no community classes for preschool-aged children and that many recreational services were unavailable e.g. swimming pool, curling rink.

None of the parent respondents reported any difficulty tracking down services they had heard of.

In response to an invitation for general comments about coordination of services for ECS-aged children in the area, four reported they were pleased with their local program. One parent wanted the ECS year to continue to June 30.

## Achievement of Goals

### Contribution of Activities to Committee Goals

The Foothills Coordinating Association Goals presented in the Coordination Grant Application were stated as follows:

1. To deal with common problems and needs of Early Childhood Services Programs in the Foothills area;
2. To foster a greater awareness of E.C.S. Programs and to assist with the needs of children and parents;
3. To assess the needs of E.C.S. parents, teachers, operators, and organize workshops to fulfill these needs;
4. To combat the isolation of Programs and their concerns;
5. To update regional and provincial information;
6. To co-ordinate parent programs and activities for the area;
7. To act as a liaison with other Co-ordinating Associations in the province;
8. To act as a liaison with the Foothills School Division and Division personnel;
9. To present common concerns to appropriate government levels.

All of the projects and activities of the FCA, as well as general meetings and direct assistance from the Coordinator were compared to the Committee Goals at the end of each evaluation year. (See Figure 2.) The first goal, "To deal with common problems and needs of ECS programs in the Foothills area" (a goal which encompassed many of the other goals) was contributed to by the most activities. A wider variety of workshops for committee members in the second year helped the committee meet more common needs that year. Goals 2 to 4 had from five to eight contributing activities each year. "Updating regional and provincial information" received more attention the first year with preparation of resource information booklets. Goals 5 and 6 had few contributing activities. The seventh and eighth goals had one or two activities directed towards them each year. "Liaison with other Coordinating Associations" (specifically

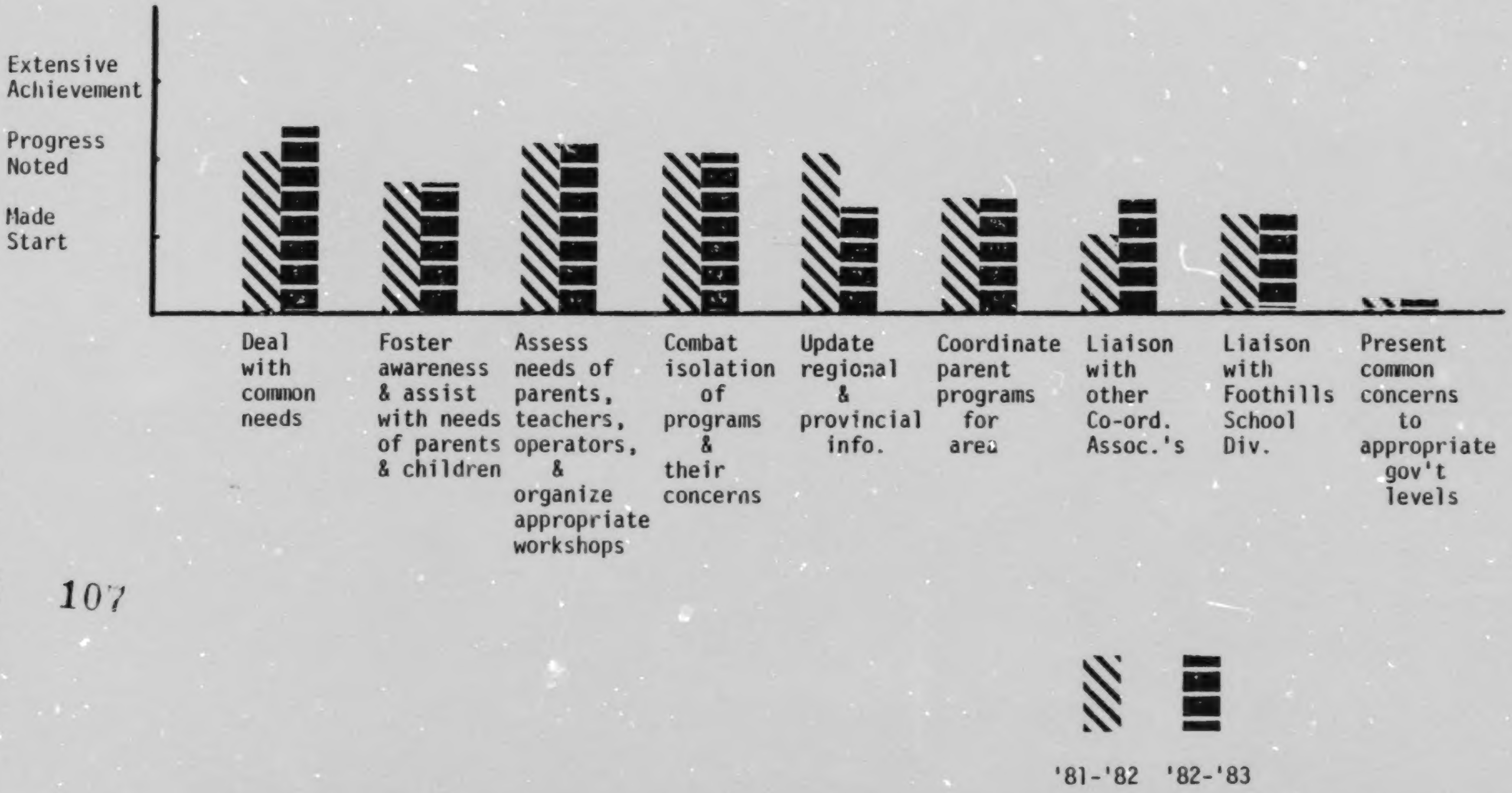
CCO) was increased in the second year. The last goal had no specific attention directed towards it to the evaluator's knowledge.

Overall the committee balanced out its achievement of goals over the two years, not showing a distinctly greater achievement in either year.

Figure 2

Summary of FCA

Achievement of Committee Goals



## Fit Between Committee Goals and Provincial Program Goals

The Provincial Goals (see p 41) were compared to the Coordination Goals of the Foothills Coordinating Association.

The first Provincial Goal, "To develop an effective communication network within each regional coordinating committee" is addressed by FCA goals, 3, 4 and 6. However the second and third Provincial Goals (to develop an operational plan for coordinating programs especially for handicapped children and disadvantaged areas and to develop and implement plans for coordinated delivery of services) are not mentioned explicitly in the FCA Goals. The FCA goals are oriented towards acts of coordination and by-pass a planning stage. The committee itself does work through a planning process each year based on their committee goals.

## Foothills Coordinating Association Self-Evaluation of Goal Achievements

In this section the report received from the Foothills Coordinating Association is presented as received. They highlighted their achievements of each coordination goal and then concluded with General Comments. Following the committee report is an evaluation statement from the teachers associated with the Foothills committee.

1. GOAL: *To encourage and promote public knowledge and understanding of the Foothills Coordinating Association.*

ACHIEVED: have incorporated a Publicity person into our association. (Marie Davis - Coordinator at Highwood ECS - was voted into this position on February 4, 1982.) SEE MINUTES DATED FEBRUARY 4, 1982.

regular newspaper articles are submitted to the three local newspapers introducing Marg Cox as Regional Coordinator, highlighting one local ECS program a month or just updating FCA activities.

FCA brochure was compiled, printed and distributed in the Foothills area. SEE PROJECT REPORTS.

CHRB radio station in High River asked us to do a presentation to be aired on April 5, 1983. Marg Cox did this program highlighting FCA and each local program involved with the FCA. SEE COORDINATORS REPORT - APRIL 14, 1983 BOARD MINUTES.

Marg Cox attended the High River Interagency Meetings and in January '83, hosted the meeting with help from Marie Davis (Highwood ECS). SEE COORDINATORS REPORT UNDER FEBRUARY 4, 1983 BOARD MINUTES.

Invited our new MLA, Mr. Harry Alger, to have lunch with us and meet our members and find out about the function of FCA. SEE JANUARY 21, 1983 ASSOCIATION MINUTES.

Hired Marg Cox as our Regional Coordinator. Her presence at community meetings and local ECS programs have helped to achieve this goal.

2. GOAL: *To deal with common problems and needs of ECS programs in the area.*

ACHIEVED: have organized workshops as a result of needs assessments:
Executive Session Workshop
Local Orientation Planning Workshop
Legal Workshop
Parent Programming Workshop
Program Evaluation Workshop
Parent Convention
SEE PROJECT REPORTS

3. GOAL: *To foster a greater awareness of ECS programs and to assist with the needs of parents and children.*

ACHIEVED: through FCA brochure distributed to each parent on registration and orientation night. Through newspaper articles. Through Marg Cox attending local programs LAC meetings. Through FCA sponsored workshops. By providing resource people and materials.

Our final evaluation showed that the membership needed more clarification on this goal, and that it should be a top priority for next year.

4. GOAL: *To assess the needs of ECS parents, teachers and operators, and to organize workshops to fulfill these needs.*

ACHIEVED: through workshops as previously mentioned under goal 2

We voted to give our teachers a $500 fund in order to allow them to bring in speakers or other resources as the needs arose. SEE PROJECT REPORT.

Our final evaluation showed that our communication links between the FCA and local programs in regards to needs assessments, need to be strengthened.

5. GOAL: *To combat the isolation of programs and their concerns.*

ACHIEVED: Hold FCA meetings once per month and have representatives attend the Zone 5 Regional Planning meetings on behalf of FCA.

Locally we have realized that our ECS programs are not isolated as they are in other areas, so this goal is not a high priority except for Zone 5 reorganization.

6. GOAL: *To update Regional and Provincial information.*

ACHIEVED: Through our general and board meetings monthly. SEE MINUTES.

By having Patti Shanahan (Regional Consultant), Patricia Whiteley (Parent Consultant), Heather Lockert (Services for the Handicapped), Janice Wolter (Foothills Health Unit) and other key people attend our meetings.

Our Regional Coordinator has put together a newsletter every 2 months which is sent to each program to keep them informed about happenings locally, regionally and provincially.

By inviting MLA to an Association meeting as an avenue for updating Provincial information.

Our final FCA evaluation showed that the membership were very pleased with our efforts in this respect and that we should continue to do the same.

7. GOAL: *To coordinate parent programs and activities in the area.*

ACHIEVED: By co-sponsoring the Parent Convention with the Foothills School Division for the whole Foothills area. See project reports. Felt this was a great success but are hoping to expand our base to include local home and schools and day cares and teachers in the pre-planning for next year.

8. GOAL: *To act as a liaison with other Coordinating Associations in the Province.*

ACHIEVED: through the Zone 5 meeting in Calgary on April 12/83. See Minutes dated January 20/83 and Board Minutes dated February 3/83.

Robin Whenham attends the Steering Committee meetings and gives a full report on Provincial happenings.

Marg Cox is in regular contact with Calgary Community Operators, giving and receiving new information.

Our final evaluation shows that this area needs more emphasis and will hopefully improve through the Zone 5 meetings.

Foothills Coordinating Association Committee Report (cont'd)

9. GOAL: *To act as a liaison with the Foothills School Division and division personnel.*

ACHIEVED: through having a representative of the School Division sit in on our General meetings.

In past years this has been done well, although this year the representative was unable to attend any meetings.

through inviting the Superintendent (Mr. Finnman) for lunch to meet the membership and air any concerns. See Minutes dated May 19/83.

Our final evaluation showed that there seemed to be few problems in this area, but the membership felt this link was very important and should be strengthened, as most of our programs are situated within the schools.

10. GOAL: *To present common concerns to appropriate government levels.*

ACHIEVED: through letters to various government agencies when concerns arise. See correspondence reports in various minutes throughout the year.

through contact with Trustees over ECS related concerns. See correspondence under Minutes dated January 20/83.

11. GOAL: *To sponsor Association members and parents at conferences and workshops pertaining to ECS.*

ACHIEVED: through making the funds available to parents, teachers and FCA members. See board minutes dated September 9/83 under business arising from the minutes: Grande Prairie conference; Banff conference. Also see Minutes dated January 20/83 under sharing time - advisory council workshop in Lethbridge.

12. GOAL: *To continually review and evaluate the effectiveness of the Association.*

ACHIEVED: through an end-of-term evaluation form sent to all FCA members and Resource Persons. See minutes dated June 3/83 under new business and minutes dated April 21/83 under #8.

An evaluation is done after every FCA sponsored workshop to be used for future planning and ideas. They are kept on file with the Regional Coordinator.

## *General Comments*

In the final evaluation of the Regional Coordination Grant we feel that this money has not changed our priorities, but it has broadened our base. Money is available for paying substitute teachers so that a teacher rep. may attend our General meetings. Through increased advertising, FCA has become open to the public and able to reach more people. Money is available for the increasingly high cost of photocopying and mailing.

Having the funding to hire a Regional Coordinator has had the greatest impact on our Association as a central person to deal with a vast number of areas.

*Foothills Coordinating Association Evaluation Report from Teachers*

The following evaluation statement was submitted by the teacher representative who sits on the FCA Committee.

> "The teachers have found the association to be very helpful and supportive both financially and in keeping us up to date on resource people and ideas. They have made it possible for us to bring in specialized people for further education and made it possible to get together more often as a group. I find this very beneficial, since we are a small group, all community run and are spread out so far from each other. I have also found the committee to keep the co-ordinators informed and in turn it helps our programs and classrooms to run smoother."

(End of Committee Report)

## Committee Effectiveness

### Communication

In 1982, the average attendance was 8.6 meetings out of 10. In 1983, of a possible 10 meetings, the average attendance was 8.8 meetings.

Committee members were asked how many new people they had met on the FCA Committee at three points in time during the evaluation. The results are presented in Table 22. It is clear from the data that the committee helps individuals to meet many new people involved in ECS.

Table 22

Number of Committee Members that Foothills ECS Representatives Know by Name

| | Evaluation Start (n=11) | Mid-Term (n=8) | Evaluation End (n=12) |
|---|---|---|---|
| Ave. Number Known Before Joining Committee | 1.8 | 3.1 | 0.9 |
| Ave. Number Known Currently | 6.7[1] | 14.7 | 15.0 |

Almost all the ECS respondents at the mid-term and the final evaluation indicated that they had met new people on the committee that had helped them in their work. The average number of helpful people associated with ECS centres that had been met by other was 5.5 (1982) and 5.8 (1983). The average number of helpful people representing service agencies that had been met by others was 4.0 (1982) and 3.7 (1983).

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[1] Four people responded "all" and were not included in the average.

In 1982, all 12 respondents agreed that they had sufficient opportunity at meetings to make their opinions known. In 1983, all 12 respondents again felt that they had adequate opportunity to make their opinions known, although one felt that her opinions did not get careful consideration.

To summarize, attendance at meetings is high. Committee members have a good opportunity to get to know one another. The atmosphere is open and generally permits free discussion; however, there were some expressions of concern regarding the committee's receptivity to new and different ideas.

## Planning and Control

The written statement of purpose for this committee emphasizes development of an effective communication network. (None of the other provincial grant objectives is mentioned explicitly.)

At both the mid-term and end of the evaluation, ECS representatives were asked what they saw as the purpose of the committee. In 1982 all 12 respondents mentioned dealing with common problems and concerns, the first stated purpose of the committee. Information updating was also frequently mentioned. Increasing community awareness and organizing workshops were mentioned just a few times. Lobbying government was mentioned once. The liaison role was not specifically mentioned by anyone.

In 1983, eight of the 12 respondents mentioned dealing with common problems and concerns of ECS and seven mentioned acting as liaison with similar committees and the region's school division. A few mentioned updating information. Two mentioned fostering a greater awareness of ECS and just one respondent mentioned assessing and meeting training needs and presenting common concerns to government. In 1983, there were two agency responses from individuals who attended meetings regularly. One indicated the purpose of the committee is making sure that all coordinators are kept up-to-date with all aspects of ECS, that is, the fourth stated purpose of this committee. The other mentioned all the written purposes.

A goals and timeline plan is developed by a sub-committee annually, in the fall. A tentative budget is developed for the goals and timeline plan, by the sub-committee. The whole package is reviewed, revised as required and approved by the committee. The Coordinator plays a major role in this process, leading the sub-committee mentioned above.

The Treasurer attends all Board (Executive) meetings and reports monthly to the general meeting. The Chairman reports that before each planned event, a budget statement is submitted, reviewed, and approved by the committee. There is a report on expenses after each event and an overall budget review is done at the beginning of the year, and in mid-year, to ensure that things are "on track". (This would represent an improvement over 1982, when the planning process appeared to be too casual and the budget review was too infrequent. Because no record of the results of the reported procedure could be found in the minutes, it was not possible to determine how successful it is.)

To summarize, in the second evaluation year committee members have clearly gained a greater understanding of the committee's purpose in terms of the liaison role. Understanding of the role in terms of in-service and presenting common concerns is very limited, however. Planning and control of budget in accordance with plans is fairly good if the new procedure is in place.

## Organization of Work

A set of bylaws governing procedures does exist. Committee meetings are held monthly, and conducted in a businesslike way. Minutes are recorded at every meeting and used for future reference. There is a monthly executive meeting as well.

The respondents in 1982 agreed that sub-committee members understand their tasks and reports are made regularly. Not many sub-committees are used, however. Three sub-committees were formed during the second evaluation year: a Parent Program Sub-Committee (3 members), a Parent Convention Committee (8 members including 4 executive, the teacher representative and the coordinator), and a Parent Resource Grant Committee (5 members including 2 executive and the coordinator).

The coordinator has a written position description which is revised annually.

To summarize, the committee organizes its work quite well, but the role of the coordinator, the executive and the committee need further development and sub-committees are not used extensively.

Development of Human Resources

This committee has no written statement of duties and responsibilities for its members. In 1983 it was determined that this is a necessity for the future and will be implemented for the fall. No file of members' skills, backgrounds, and interests is kept, but the idea was acknowledged as a good one.

About six of 14 members were new in 1982. On the executive, one or two new members out of seven were anticipated. There is no orientation plan for new members to their committee role. The committee's own evaluation, in 1983, showed that this is needed and the committee hopes to distribute booklets in September which include the coordinator's job description and what she can do for the coordinators and local programs, a list of what FCA can do for each coordinator and local programs and a list of expectations the FCA has from coordinators and local programs.

To summarize, although there are limitations in the area of development of human resources, there are plans to correct at least some of these.

## Level of Coordination Assessment

The level of coordination activities increased significantly with the Foothills Coordinating Association over the evaluation period. The self-concept of the committee as a whole changed significantly over the period. The committee tried and succeeded at many new activities, purportedly because of the coordination grant. In actuality, most of the activities had few or no direct costs. Leadership in coordination activities was significantly attributable to the regional coordinator hired by the committee.

Many members from this small committee were on the executive. There was considerable rapport among executive members and the coordinator that tended to spread to include all committee members. With a small membership and monthly meetings it was relatively easy for all committee members to know each other and to accomplish informal kinds of coordination simply by meetings.

The coordination grant did not appear uppermost in committee discussions and decision-making. However the grant did give a certain stamp of importance to the committee and they began to see themselves as a service agency to other groups in the community by the end of the evaluation.

Much of the committee activity was directed towards development of contacts with service agencies. Interactions with agencies were largely satisfactory although there were mixed reviews as to the pivotal role the coordinator was playing in a liaison role with agencies. Efforts to establish regular media coverage by submitting articles to local newspapers were noticed by a number of parents.

The Provincial Goals of developing and implementing plans for coordination of programs and services are not addressed by the committee. The vehicle for comprehensive planning is in place in the form of the Goals and Time Lines Committee. The FCA committee has seen the need for planning on a yearly basis but not the need for planning so that all possible programs and services that could be coordinated in the region are part of one overall plan.

## Summary

Foothills Coordinating Association serves a small number of private ECS operators in the region southwest of Calgary. The three yearly allocations of Coordination Grant funds were essentially disbursed in the last two years of the pilot project. Slightly over half the yearly disbursement in the last two years was to the coordinator's position.

Coordination activities were carried out to a considerable extent by the regional coordinator. Many committee members reported being involved in the planning of coordination activities and a fairly high percentage reported that the coordination activities helped in their ECS work.

Three of the 19 projects reported for 1981-'82 were a continuation of activity begun before the Coordination Grant was instituted. One project reached the discussion stage and was then discontinued in favour of an alternate activity for the following year.

New activities to which the Foothills Coordinating Association contributed major efforts in 1981-'82 included

Communications Workshop
Brochure
Parent Convention
Program Renewal-Proposal Workshop
Local Orientation Planning Workshop
ECS-Grade 1 Teachers Social
Goals and Time Lines
Teacher's Contract
Field Trip Booklet

Direct project costs accounted for 17.5 percent of the 1981-'82 expenses.

In terms of clientele directly receiving programs, parents were the principal direct recipients (over half the projects and activities). Teachers were direct recipients of one quarter of the projects and activities and children of one project.

In the second evaluation year Foothills Coordinating Association activities changed in minor ways. The number of resource people asked to address general meetings increased significantly. Groundwork projects of producing booklets of resource information were established and needed little further attention. Direct project costs decrease to 10.2 pecent of the expenses in 1982-'83.

One new activity was directed to children; seven presentations were made to parents within general meeting agendas. Three workshops were presented to parents at separately scheduled times. Teachers were provided with a Staff Development Fund although they found difficulty in organizing time to make use of the Fund.

The Board votes on issues at their Board meetings and then presents their decisions to the membership at General Meetings. This leaves non-board members to a largely observer role at general meetings and reduces the opportunity for generating new project ideas.

The Foothills Coordination Association has a low budget and chooses either short term projects or long-term projects that can be carried by the coordinator for the most part. They spend a relatively low amount of the money available to them on projects. Their first priority for projects and activities is parents. Projects with children as direct recipients are given low priority.

A few agency representatives attend Foothills Coordinating Association meetings. Many of the agencies in the area gave short presentations to the committee within the meeting agenda. Interactions with agencies were largely health-oriented. However, recreational and cultural needs were reported by some of the parents whose children attended Foothills ECS centres.

Committee members generally felt their needs for coordination of services were being met. Significant progress was made towards achieving many of the committee's goals, namely, dealing with common needs, assessing needs of parents, teachers and operators and organizing workshops and combating isolation of programs. Provincial goals for developing and implementing comprehensive plans for coordination of programs and services were not addressed although the mechanism for doing so is in place.

In terms of committee effectiveness, the most positive feature of this Committee is in the area of communication. Some improvement could be made in organization of work. Members still have a somewhat limited understanding of purpose. The need for improvement is greatest in the area of development of human resources where orientation of committee members and better utilization of their individual abilities is necessary.

It was concluded that the level of coordination activities of the Foothills Coordinating Association significantly increased as a result of the Coordination Grant. This was considered partly due to the feeling of importance that the grant gave to the committee.

## IV

## CASE C: PEACE RIVER & DISTRICT COORDINATING COMMITTEE

### Introduction

In this chapter, details of the operation of the Peace River & District Coordinating Association are presented and analyzed. A summary of the data received regarding Peace River & District Coordinating Committee and the rates of return are presented in Table 23. In addition, minutes of all general and executive meetings during the evaluation period were received.

Table 23

Summary of Peace River District Data

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Fall 1981 | ECS Centre Profiles | 13 | 13 | 100.0 |
| Fall 1981 | Status Reports from Committee Members | 19 | 11 | 57.9 |
| Fall 1981 | Coordination of Complementary Programs | 1 | 1 | 100.0 |
| Fall 1981 | Details of Expenditures 1980-'81 | 1 | 1 | 100.0 |
| Fall 1981 | Agency Reports | 16 | 10 | 62.5 |
| 1981-'82 | Project Reports | -- | 7 | -- |
| Spring 1982 | Report from Coordinating Committee Members | 19 | 11 | 57.9 |
| Spring 1982 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Fall 1982 | Details of Expenditures 1981-'82 | 1 | 1 | 100.0 |
| Spring 1983 | Report from ECS Committee Representatives | 18 | 11 | 61.1 |

Table 23 (cont'd)

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Spring 1983 | Agency Reports | 8 | 7 | 87.5 |
| Spring 1983 | Parent Perceptions | 26 | 14 | 53.8 |
| 1982-'83 | Project Reports | -- | 9 | -- |
| Spring 1983 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Spring 1983 | Overview of Committee Project Development | 1 | 0 | 0.0 |
| Spring 1983 | Details of Expenditures 1982-'83 | 1 | 1 | 100.0 |
| Spring 1983 | Committee Self-Evaluation Report | -- | 1 | -- |

## Committee Background

The Peace River & District Regional Coordinating Committee held its first meeting August 25, 1980. The election of officers took place at the following meeting, February 27, 1981. A coordinator was hired by the next meeting June 15, 1981 and the committee began to develop plans. Committee membership is made up of both private and school board operators.

As of September, 1981, there were 10 operators representing 13 ECS centres. A number of service agencies were also represented on the committee. Of the 10 people who responded to the mid-term questionnaire (June, 1982), 6 had been committee members before September, 1981. Five of the 11 ECS respondents in the final evaluation had been on the committee longer than one year.

Two general meetings and three executive meetings were held in the 1981-'82 year. Two general meetings and seven executive meetings were held in the 1982-'83 year.

Most meetings were held in Peace River. One-way distances to Peace River for members varied from 28 kilometers (Nampa) to approximately 140 kilometers (including improved road to Worsley). The ECS Consultant travelled 200 kilometers from Grande Prairie. Eleven centres were within 100 kilometres of Peace River. The average distance travelled to meetings reported by 10 ECS representatives in June 1983 was 55 kilometres. The area encompassed by the committee included Manning to the north, Little Buffalo Lake to the east, Nampa to the south, and Worsley to the west.

## Coordination of Projects and Activities

### Development of Operational Plans

The conceptual framework used to collect information on planning for projects was explained on p. 11. The stage of development for each of Peace River's projects as of September, 1981 is reported below.

| Stage | Project |
|---|---|
| Idea | - - - |
| Discussion | - - - |
| Planning | Building Self-Esteem Workshop |
| Trial Run | - - - |
| Implementation | Newsletter<br>Resource Directory |
| Evaluation | - - - |
| Modification | - - - |

All three projects had previously progressed through an Idea and a Discussion stage.

At the conclusion of the evaluation the committee was asked to report the stages of development of five typical projects. The information was not available.

## Overview of Projects

Activities and projects reported by the Peace River Committee for the two years of the evaluation are listed below.

### Workshops

A. Organized by Committee

1981-'82 - Building Self-Esteem Workshop
ECS Day at Teachers Convention
1982-'83 - Open a New Door Workshop
October Sharing Morning for Staff and Local Executive
March Sharing Morning
June Sharing Morning
2 years - Orientation Workshop

B. With Regional Committee Involvement

1981-'82 - Focus on Parenting Workshop

### Liaison Activities

1981-'82 - Health Unit Coordination between Unit and Centres

### Other Projects

1982-'83 - Children's Concerts with Lee & Sandy Paley
2 years - Newsletter
Resource Directory
Regional Coordinator's Visits to Local Centres

For a brief description of each project/activity, refer to Appendix C.

### Pre-Grant and Grant Projects

All projects were undertaken during the Coordination Grant period.

## How Grant Funds Were Spent

Reports on expenditure of coordination funds were received from the regional coordinator throughout the study.

| | '80-'81 | '81-'82 | '82-'83 |
|---|---|---|---|
| Grant Money Received | $10,300. | $12,100. | $13,250. |
| Grant Allocations | | | |
| Coordinator | $ 2,259. | $ 9,693. | $ 9,555. |
| Coordination Meetings | 151. | 429. | 1,483. |
| Coordination Projects | -- | 1,611. | 2,224. |
| Other | 113. | 293. | 2,545. |
| Total | $ 2,523. | $12,026. | $15,721. |

| Summary - Grant Period | |
|---|---|
| Total Received | $35,650. |
| Total Disbursed | $30,270. |

Costs associated with the Coordinator included salary, employee benefits and travel. Coordination meeting costs included travel, copying, supplies, postage, and refreshments. The major expense included in the "Other" category was the purchase of a typewriter ($2,049.)

A breakdown of project costs for the last two years of the Coordination grant follows.

| | 1981-'82 | 1982-'83 |
|---|---|---|
| Project Costs | | |
| Professional Fees | $ 990. | $ 400. |
| Xeroxing | 278. | 943. |
| Postage | 101. | 155. |
| Telephone | -- | 10. |
| Travel | 143. | 420. |
| Room Rental | 18. | 45. |
| Advertising | 151. | 60. |
| Supplies | 103. | 179. |
| Other | -- | 50. |
| Babysitting | 50. | --. |
| Social | 377. | 412. |
| Total | $2,211. | $2,674. |
| Project Income | $ 600. | $ 450. |
| Net Costs | $1,611. | $2,224. |

## Process of Initiation of Projects

Ideas for projects were attributed to the Coordinator, a committee member, two teachers, the ECS Consultant and the P.R.U. Consultant. People with ideas took them to an Executive meeting or discussed them first with the Chairman. In one case a teacher presented her idea for a children's concert to coordinators and teachers at a Sharing morning. From there, the idea was taken to the Executive.

The planning time for workshops ranged from one to four months. Ongoing projects took from one to five months to plan.

## Coordinator's Position

A written Job Description was developed for the position of Coordinator. The part-time position was filled in May, 1981 by an individual who was also serving as coordinator to a local ECS centre.

The Coordinator is responsible to the Executive and has both Field and Administrative Responsibilities. Field Responsibilities include attending meetings, visiting local centres and conducting and assisting in workshops and inservice programs. Administrative Responsibilities include setting up workshops, the newsletter, periodically providing reports to the Committee, liaison between ECS and resource agencies, familiarity with the budget and handling funds, assisting in the development of a resource directory and attending Committee meetings.

All the activities of the Peace River Committee were carried out largely or completely by the Coordinator. An additional duty included serving as secretary to the committee.

In terms of relative costs, the Peace River Committee spent approximately two-thirds of their budget on costs associated with the position of coordinator.

| | 1980-'81 | 1981-'82 | 1982-'83 |
|---|---|---|---|
| Salary | $ 2,000. | $ 8,833. | $ 8,250. |
| Employee Benefits | 50. | 354. | 355. |
| Travel | 208. | 506. | 950. |
| Total | $ 2,258. | $ 9,693. | $ 9,555. |

The Coordinator reported spending an average of 84 hours per month, 10 months of the year. The honorarium was paid at the rate of $825.00 per month in 1982-'83.

The Coordinator does not report her hours worked to the committee nor make any formal report of her activities month by month. For the purposes of the evaluation she categorized her coordinator's activities and the approximate time allocated to each as follows:

| | | |
|---|---|---|
| Telephoning: | ECS Centres | 27% |
| | Service Agencies | |
| | Resource people for workshops | |
| | Collecting information | |
| Travel: | Meetings | 9% |
| | Workshops | |
| | ECS Centres | |
| | Serving as resource person to parent groups | |
| | Supplies and services | |
| Administration: | Newsletter | 49% |
| | Resource Directory | |
| | Letters of Thanks | |
| | Minutes | |
| | Mailing to Committee Members | |
| | Advertising for Workshops | |
| | Sharing Morning Booklets | |
| | Completing forms and reports | |
| | Correspondence | |
| Meetings: | Executive & General Committee Meetings | 15% |
| | Workshops | |
| | LAC Executive Meetings | |
| | Liaison with Resource People | |
| | Parent Meetings | |

The balance between work to be accomplished by the coordinator and work to be accomplished by the committee members is not optimum in this committee. The coordinator's jobs are so numerous that she cannot function as well as she might.

Clientele Served by Activities

All 13 centres in the Peace River & District Committee membership reported details of their programs as of September, 1981. There were 417 children registered in 12 of the centres. The Peace River Kindergarten Society had the largest enrolment (101).

The one activity directly impacting children over the two years was the Children's Concert presented at four sites.

Projects and activities (outside of committee meetings) directly impacting parents included:

Building Self-Esteem Workshop
ECS Day at Teachers Convention
Orientation
Focus on Parenting Workshop
Open a New Door Workshop
Sharing Mornings
Coordinator's Visits to Local Centres
Newsletter
Resource Directory.

Projects and activities directly impacting the teaching staff included:

ECS Day at Teachers Convention
Open a New Door Workshop
Sharing Mornings
Resource Directory
Newsletter
Health Unit Coordination.

## Operator Involvement

Individual committee members were asked at the beginning of the evaluation to enumerate actions taken by the Committee that helped operators and/or agencies increase complementary ECS services. Of the 11 respondents, one was new to the committee and did not respond to the question. Of the remaining 10 respondents, 9 were able to name one or more activities. The most frequent response was"the newsletter," mentioned second most often was "the hiring of a coordinator" and mentioned third was "workshops."

The major data on involvement of committee members was collected at the end of each of the two evaluation years. All projects were listed and members were asked if they had been involved in the planning, if they had participated and if each activity had helped them in their ECS work. The response from seven members at the mid-term and from 11 at the conclusion are presented in Tables 24 and 25.

Table 24

Peace River ECS Representatives' Involvement in 1981-'82 Activities (n=7)

| Workshops | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Newsletter | 1 | 1 | 5 | 7 |
| Resource Directory | 1 | 1 | 2 | 5 |
| Self-Esteem Workshop | 1 | 1 | 5 | 5 |
| Teachers Convention Program | 0 | 1 | 4 | 5 |
| Orientation Workshop | 0 | 2 | 3 | 6 |
| Health Unit Coordination | 1 | 1 | 3 | 4 |

Table 25

Peace River ECS Representatives' Involvement in 1982-'83 Activities (n=11)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Workshops Organized by Committee | | | | |
| Open a New Door | 0 | 4 | 3 | 4 |
| October Sharing Morning | 3 | 3 | 4 | 6 |
| March Spring Morning | 2 | 3 | 5 | 7 |
| June Sharing Morning | 2 | 3 | 4 | 7 |
| Orientation | 2 | 2 | 3 | 5 |
| Other Projects | | | | |
| Coordinator's Visits to Local Centres | 1 | 1 | 1 | 3 |
| Newsletter | 0 | 1 | 8 | 8 |
| Resource Directory | 0 | 1 | 8 | 9 |
| Children's Concert | 2 | 3 | 4 | 6 |

The 1981-'82 activities that helped over 80 percent of ECS respondents in their ECS work were the Newsletter and the Orientation Workshop. The Resource Directory was the only 1982-'83 activity to help over 80 percent of the ECS respondents.

There was some ambiguity with the item "Coordinator's visits to local centres." Respondents who were interviewed questioned whether this was the regional or local coordinator.

Individual committee members were asked what priority they gave to work of the Peace River & District Coordinating Committee. Responses collected at the beginning, mid-way point and conclusion of the evaluation are presented in Table 26. Older members tended to give higher priority than newer members to the work of the committee.

Table 26

Priority Given to Peace River Committee Work

| Priority | Old Members | New Members |
|---|---|---|
| | Evaluation Start | |
| Top | 1 | 0 |
| High | 5 | 0 |
| Fairly High | 2 | 0 |
| Fairly Low | 1 | 1 |
| | Evaluation Mid-Term | |
| Top | 1 | 0 |
| High | 1 | 1 |
| Fairly High | 3 | 1 |
| | Evaluation End | |
| Top | 2 | 1 |
| High | 2 | 0 |
| Fairly High | 1 | 2 |
| Fairly Low | 0 | 1 |

## Agency Involvement in Activities

A summary of service agencies involved in the activities of the Peace River & District Coordinating Committee for each of the two study years is presented in Tables 27, 28 and 29. (The information was taken from the Project Report Forms.)

Table 27

Multiple-Activity Peace River Agency Involvement in 1981-'82

| Activities | Parent Resource Unit | ACCESS | Grande Prairie Regional College | Peace River Health Unit |
|---|---|---|---|---|
| Newsletter | X | X | X | |
| Resource Directory | X | X | | X |
| Building Self-Esteem Workshop | | X | | X |
| Teachers Convention Program | | | X | |
| Orientation | | | | |
| Focus on Parenting Workshop | X | | | |
| Health Unit Coordination | | | | X |

Table 28

Single Activity Peace River Agency Involvement in 1981-'82

| Activity | Agency |
|---|---|
| Newsletter | Services for the Handicapped<br>Parks & Recreation<br>Alberta Assoc. for Young Children |
| Resource Directory | District Home Economist<br>Consumer & Corporate Affairs |
| Orientation | Alberta Education<br>Northland School Division |
| Health Unit Coordination | Fairview Health Unit |

Table 29

Peace River Agency Involvement in 1982-'83

| Activity | Agency |
|---|---|
| Open A New Door Workshop | Red Deer College<br>University of Alberta<br>ECS Consultant |
| Orientation Workshop | ECS Consultant<br>Alberta Education |

In the second year of the evaluation there was less committee involvement with service agencies than in the first year. The Sharing Mornings in the second year which grew out of one such project the first year capitalized on resources within the ECS teaching staff.

Of the nine agency representatives who described their ECS-related services at the beginning of the evaluation period, six indicated some change they would like to see.

Table 30

Changes Desired by Peace River & District Agencies

| Agency | Desired Change |
|---|---|
| ACCESS | Available equipment |
| Alberta Agriculture | Specific requests with specific goals |
| Alberta Alcoholism & Drug Abuse | Increased programs at ECS level |
| Consumer & Corporate Affairs | Provision of a list of all ECS Coordinators in the area |
| Health Unit-Peace River | Increased case conferencing prior to ECS entry |
| | Increased manpower for Speech Therapy Services |
| | Better coordination of services |
| Services for the Handicapped | Expansion of present staff |
| | Opportunity to provide staff development |

A follow-up of agencies at the conclusion of the evaluation brought a high response rate (7 out of 8). Of these, one attends the Peace River & District Meetings regularly, one has attended all there have been to date but doesn't realize it, one attends once a year, one is "rarely invited" and when she is, needs more advance notice. One respondent had had contact with individual ECS coordinators but her comments inferred she did not know about the regional committee. The Social Services and Community Health consultant in Grande Prairie knew nothing of the committee but said he would be happy to supply information to it. One agency provided meeting space only.

Four of the agencies said their interaction with the committee was satisfactory: the Peace River Health Unit, ACCESS, Consumer & Corporate Affairs and the North Peace Adult Education Consortium. The Alberta Agriculture respondent noted she would like to make a presentation of their materials that ECS could use.

Of the seven respondents, only one reported observing any changes in coordination of services for ECS during the past two years. The Peace River Health Unit respondent reported, "More sharing of ideas. Formalization of inservice for teachers and parents. More agency opportunity to meet with the group as a whole."

## Parent Perceptions of Coordination

Of the survey forms delivered or mailed to parents in the Peace River District 54 percent were returned (14 out of 26). Their responses are categorized and presented in this section.

Respondent impressions of improvement in services for children aged 4½ to 5½ and/or their parents over the last 3 years are summarized in Table 31.

Table 31

Peace River & District Parent Ratings of Services (n=14)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 7 | 6 | 6 |
| No | 3 | 2 | 3 |
| Don't Know | 1 | 3 | 2 |
| No Answer | 3 | 3 | 3 |

Of those parents who reported "More Services," two were referring to speakers, three mentioned library services, two referred to Day Care facilities, one, to "Kindergarten" in both public and Catholic systems and one, to a better teacher.

"Improved Services" included lowering the entrance age for handicapped children into ECS, dental education and clinics and improved communication.

"Better Publicity" referred to newspaper coverage (2), Community Services Directory, Parade of Programs, AADAC, Health Unit and Home Economist. Two respondents requested better publicity. One of these wanted notices posted or distributed with more lead time. The other wanted a newsletter sent to parents.

All respondents knew where to get information about community services for the family.

Two parents reported that their family had special needs that were not being met. Both referred to counselling, one, specifically to parent counselling. A questionnaire received late indicated the need for a gymnasium, choral lessons, bookmobile, gymnastics, dance, drama, music lessons and art workshops for children in Whitelaw.

Four parents indicated that their local ECS organization had assisted their family in meeting special needs. Two referred to help from teachers, one, to help from a counsellor.

Services that were reported to be unavailable included "dancing, singing or creative movement or gymnastic classes for preschoolers," summer programs that could be run by high school students, programs for gifted children, and a wading pool.

One parent indicated some difficulty in tracking down services and suggested a directory would be helpful.

In response to an open request for general comments about coordination of ECS services in the area, 10 parents indicated they were pleased and four had requests. One had discovered on her own the pamphlets available from the District Home Economist and wondered what else was available and not advertised. One wanted to increase parent participation. One recommended that "Kindergarten" should be compulsory for all children in the province aged 5 as of September 30. One parent requested workshops and speakers to help parents cope with changing society. The respondent from Whitelaw requested "a coordinator and full program developed with some research into what the local people want."

## Achievement of Goals

### Contribution of Activities to Committee Goals

The Peace River and District Committee Goals presented in the Coordination Grant Application were stated as follows:

1. To improve communication within the region and develop a directory, for continuing purposes, for ECS operators.
2. To develop an operational plan for coordinating health, social and educational resources to meet the needs of children, parents and staff.

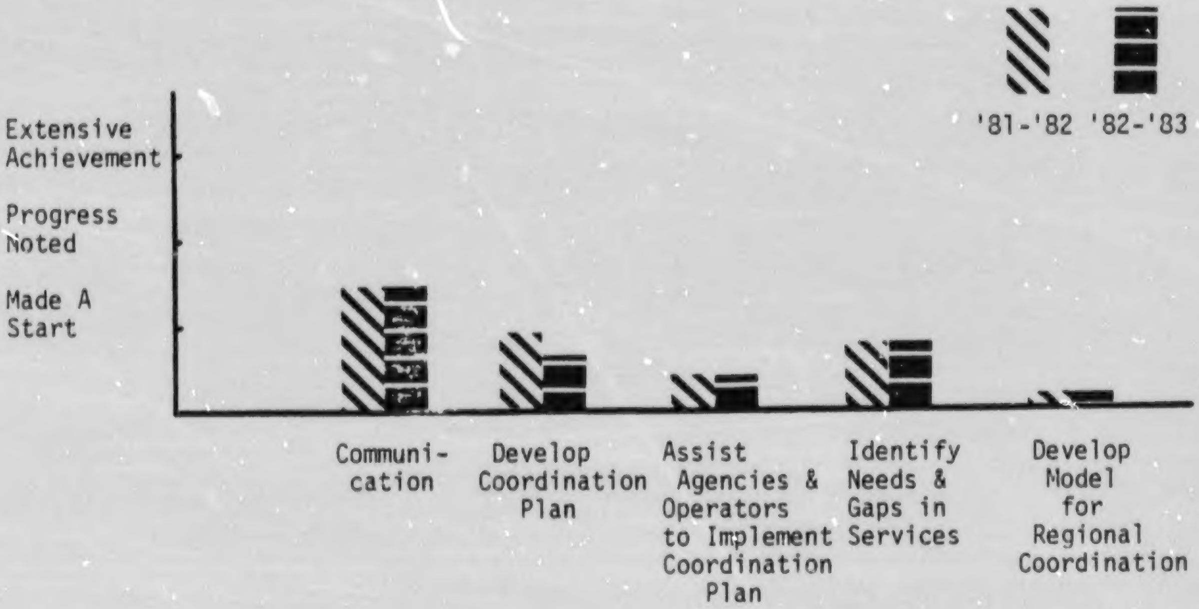
3. To assist local agencies and operators in the Peace River area to implement the plans for coordinating delivery of services.
4. To identify needs of children, parents and staff and document the gaps in service presently being provided.
5. To develop a plan to be used as a model for the development of ECS regional coordination throughout the province.

Committee activities (including coordination meetings and direct assistance from the coordinator) were compared to committee objectives at the midpoint and end of the evaluation. (See Figure 3.) The Newsletter and Resource Directory contributed to the first two objectives. Communication development was limited due to lack of meetings where ECS representatives and agency representatives could become acquainted and build working relationships. The goal to develop a coordination plan was never directly addressed. However the move towards Health Unit Coordination would have been part of such a plan. Holding an annual parent workshop with outside speakers would also have contributed to the plan. Without a plan as such, the third goal, to assist implementation of the plan, was severely limited in its development. The identification of needs and gaps in services was done principally by the coordinator. At the last general meeting of the Committee, a few members suggested concrete needs they had and presented suggestions for meeting those needs.

The goal to develop a model for regional coordination could grow from the development and trial of a Coordination Plan. A longer time line is needed before the goal can be addressed.

One reason that achievement of committee goals is so limited in the evaluation period is that goals two to five were very ambitious given the fact that the committee was newly formed upon receipt of the Coordination Grant. An inservice goal would have shown fairly high achievement as evidenced by the number of successful workshops organized for teachers and LAC executives.

Figure 3
Summary of Peace River and District
Achievement of Committee Goals



## Fit Between Committee Goals and Provincial Program Goals

The Provincial Program Goals (as stated on p. 41) were compared to the Coordination Goals of the Peace River & District Committee.

The first Provincial Goal (to develop an effective communication network within each regionals coordinating committee) is matched partially by Peace River's communication goal (#1).

The second Provincial Goal (to develop an operational plan...with first priority being on handicapped children and those children living in disadvantaged areas) was not matched specifically by any of Peace River's goals. Goals 2, 3 and 4 could be inferred to relate to Category A but no explicit reference is there.

The third Provincial Goal (...to develop and implement plans for coordinated delivery of complementary services...) is addressed by goals 2, 3 and 4 of the Peace River Committee.

## Peace River & District Committee Self-Evaluation of Goal Achievements

This section includes the complete report submitted by the Peace River and District Committee of their evaluation of coordination goals. Each goal is followed by committee activities contributing to that goal. General comments conclude the section.

1. *To improve communication within the region and develop a directory, for continuity purposes, for ECS operators.*

Our committee has organized a resource directory for the ECS operators in our area and it is continually being added to as new and up-dated resource information is received or found.

The coordinator puts together and sends out a monthly newsletter to each of the ECS centres in the region. It adds to communication and offers centres, separated by great distances, a means of sharing information and ideas.

The committee has organized and carried out several sharing days for teachers, staff, and executive members (parents); and other activities such as seminars, orientations, workshops, etc. which bring people together and improve communication.

Much communication is done by personal contact with the telephone by the coordinator to parents and executive members of the centres in the region. The coordinator has visited and met with the executives of centres and with parents when she has been asked to do so.

The General meetings held and the orientations where a representative from each centre was asked to attend, gave parents and executives an opportunity to bring their concerns and these were discussed and considered.

2. *To develop an operational plan for coordinating health, social and educational resources to meet the needs of children, parents, and staff.*

Resource Directory--sent to each centre

Have had special resource agency representative describe the service they provide to ECS Centres--this has been done at General Meetings.

The Early Intervention Program coordinator helps coordinate services with our committee.

Speakers at LAC meetings in the individual centres--coordinator spoke at these when requested to do so. Arranged for films and suggested speakers.

Use of Community Services--

Open Door sponsored one session in our workshop. Coordinator did a video presentation and was on hand to answer questions at a toy workshop done by the "open door".

Have involved parents, ACCESS, and Grande Prairie Regional Office, School Boards, Regional LAC at Grande Prairie Office, Grande Prairie Regional College.

Coordinator is available and has spoken and participated in local parent group meetings.

3. *To assist local agencies and operators in the Peace River area to implement the plans for coordinating delivery of services.*

Attempted to bring service agencies together and discuss services each provides. AADAC, Health Unit, ACCESS, Consumer and Corporate Affairs, and "Open Door" have been most helpful and most interested in coordinating.

Coordinator helped several centres become aware of who to contact in order to have "movie making" in the classroom. Was told that she advertised and sold this activity well.

4. *To identify needs of children, parents, and staff and document the gaps in service presently being provided.*

Had meetings with the Health Unit in our area where our concerns about the gaps in services were discussed. Health Unit agreed to provide us with the number of children who would be coming into the ECS programs in the fall. The Health Unit now has the Early Intervention Program. This program helps to better fill in some of the gaps for ECS centres. Joel McKnight, coordinator for the program, hosts special wine and cheese parties where resource people in the area are invited to meet and discuss concerns and this way better coordinate services in our region. Coordinator is invited to attend these meetings.

5. *To develop a plan to be used as a model for the development of ECS regional coordination throughout the province.*

Up to date our regional coordinating committee has operated as a nucleus, but now plans to branch out into sub-committees. This should increase communication and involve more people in our coordination.

Perhaps this will better enable our committee to provide an example or plan for the development of regional coordination.

Communication has been the greatest emphasis of the committee. Executive members and those closely involved saw and still see the need to "sell" the committee. The past two years has seen improvement in communication and this objective will be expanded for next year.

This coming year we plan to re-examine our goals and objectives according to the practical needs of the area in which we are coordinating. Because most of the centres are separated by great distances, there will be a continuation of emphasis on communication.

One of the major goals for next year is to develop sub-committees which will provide an opportunity to involve more people and which will also contribute to communication.

(End of Committee Report)

## Committee Effectiveness

### Communication

The average attendance of respondents at general meetings in 1982 was 1.3 meetings. Two general meetings were held. In 1983, two meetings were held again and the average attendance was 1.5.

Committee members were asked how many new people they had met on the Peace River and District Committee at three points in time during the evaluation. The results are presented in Table 32. The respondents knew fewer committee members at the end of the evaluation than they did at the beginning. This might be explained by turnover in committee memberships.

Table 32
Number of Committee Members
that Peace River ECS Representatives Know by Name

| | Evaluation Start (n=9) | Mid-Term (n=7) | Evaluation End (n=11) |
|---|---|---|---|
| Ave. Number Known Before Joining Committee | 1.9 | 1.3 | 1.4 |
| Ave. Number Known Currently | 9.7 | 6.7 | 5.2 |

Approximately 70 percent of ECS respondents at the mid-term and the final evaluation indicated that they had met new people on the committee that helped them in their work. The average number of helpful people associated with ECS centres that had been met by others was 2.2 (1982) and 3.6 (1983). The average number of helpful people representing service agencies that had been met by others was 0.8 (1982) and 1.8 (1983).

In 1982, of 10 respondents three did not comment on the characteristics of the committee meeting. One of these three stated that information was wanted from, but not provided to, her or him. The other seven respondents agreed that they had sufficient opportunity to make their opinions known. One of these seven stated that the discussion was sometimes "too open" and "needed to be tightened up again".

In 1983, 10 of the 11 respondents felt they had sufficient opportunity to make their opinions known. One commented that the committee was willing to listen to new ideas and another that the committee was worthwhile in educating its members about ECS and serving to link remote centres. On the other hand, there were two comments about a lack of clarity regarding the membership and the purpose of meetings.

To summarize, the degree of openess in this committee has increased over the past two years; however, the small number of meetings severely limits communication.

## Planning and Control

This committee has a written statement of purpose which reiterates fairly closely the objectives of the provincial grant program.

Of the 10 respondents in 1982, two could not state the purpose of the committee. The other eight all emphasized improving communication and identifying, documenting, and meeting the needs of staff. Developing an operational plan and assisting agencies and operators to implement it were implied as purposes of the committee in two of the eight responses. Developing a model plan for application throughout the province was not mentioned at all.

In 1983, all eight respondents mentioned improving communication among ECS operators as a purpose of the committee. Six mentioned development of an operational plan. Developing a model plan for the province and identifying and documenting needs for services were not mentioned at all. Problem solving was mentioned as the purpose by two respondents and provision of inservice workshops, by one. The one agency representative who attends meetings regularly mentioned improving communication and identifying and documenting needs for service.

The executive, largely the coordinator, develops an annual plan. At its annual meeting, the membership does a cursory review of the year's activities. A more detailed review is undertaken by the executive, also annually.

The executive plans the budget in keeping with the annual plan and reviews the budget periodically. A statement of bank balance is presented to the membership at its meetings. The budget is administered by a school board, on behalf of this Committee.

To summarize, committee members have a limited understanding of the purpose of the committee. Other aspects of planning and control are weak, involving primarily the executive rather than the committee.

## Organization of Work

This Committee's procedures for doing business are not prescribed in writing.

There were only two meetings of the entire membership in 1981-1982 and two in 1982-1983. Minutes were taken. Executive meetings were more frequent. (It should be noted that the membership of the executive is not defined, except for the chairperson.) Minutes are always taken and used for future reference. Three of the executive positions were filled by individuals holding full-time salaried positions.

No respondents had participated in a working committee in either year.

There is a written position description for the Coordinator but her workload is very heavy.

To summarize, this committee's work is not very well organized at this time.

## Development of Human Resources

There is a general written statement of duties and responsibilities for new committee members. Although member files did not exist in 1983, an effort was being made to collect information about skills, backgrounds and interests for the future. Orientation for executive members is provided in executive meetings. At every general meeting there are introductory remarks including information about the committee, in case new members are present.

The infrequent meetings, the poor understanding of the committee's role, the absence of sub-committees, and the other shortcomings described above limit the development of human resources on this committee.

## Level of Coordination Assessment

Since the Peace River & District Coordinating Committee was newly formed at the beginning of the Coordination Grant, all their coordination activities were an increase over what had been previously available. The level of increase was significant over the evaluation period. Coordination activities were largely sustained by the regional coordinator.

The committee was hampered in its coordination efforts by its lack of collective experience as a functioning committee. A number of enterprising workshops, some using resource people from outside the region and some using local ECS teachers as resources, were organized. However, work towards developing and implementing comprehensive plans for coordination of programs and services was not undertaken.

## Summary

The Peace River & District Coordinating Committee first met in August, 1980. The committee has a fairly small membership. Coordination grant funds were largely disbursed in the last two years of the project. Costs associated with the regional coordinator's position varied from 80 to 60 percent of the total budget in the last two years.

Coordination activities were largely the responsibility of the regional coordinator. More members were involved in the planning of activities the second year than the first year. The Resource Directory and the monthly Newsletter were the coordination activities appreciated by the most ECS respondents.

New activities to which the Peace River Committee contributed major efforts in 1981-'82 included:

Newsletter
Resource Directory
Building Self-Esteem Workshop
ECS Day at Teachers Convention
Orientation Workshop
Health Unit Coordination between
Unit and Centres

Direct project costs accounted for 14.5 percent of the total costs for 1981-82.

In terms of clientele, parents were the direct recipients of seven activities, teachers of three activities, and children of none in 1981-'82.

Committee activities followed much the same pattern in the second year as in the first. Based on a successful ECS Day at the Teachers Convention in the first year, the Coordinator organized three Sharing Days for teachers and local executives the second year. Extensive preparation went into the Sharing Days with the Coordinator assembling, typing and producing a booklet in advance of all the details of the ideas to be shared for the upcoming Day. The completely new venture in the second year was the coordination of four children's concerts given by two vocalists.

Direct project costs were again 14 percent of the total budget for the year.

In the second year of the evaluation, activities were focussed on parents and teachers about equally. The Children's Concert was the only activity directly impacting children.

The Peace River Committee put their emphasis on parent activities and activities that could be organized by the coordinator.

A number of agencies have had some involvement with the committee. Interactions with agencies regarding coordination of services are in a developmental stage.

In terms of committee effectiveness this committee has some serious weaknesses. There are too few meetings to facilitate good communication among members. Also, in the area of planning and control, planning and budgeting are informal procedures, and do not involve the entire membership. Members for the most part are not oriented to their task, clear about their duties or able to express the purpose of their committee. The responsibilities of the coordinator are wide-ranging.

It was concluded that from the start-up of the committee at the beginning of the Coordination Grant period, the level of increase in coordination activities was significant. Activities were largely attributed to efforts of the regional coordinator.

# V

# CASE D: REGION 6B

## Introduction

In this chapter, details of the operation of the Region 6B Committee encompassing the south-east corner of Alberta are presented and analyzed. A summary of the data received regarding Region 6B and the rates of return are presented in Table 33. In addition, minutes of the Region 6B general meetings and of the sub-regional meetings held during the evaluation period were received.

Table 33

Summary of Region 6B Data

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Fall 1981 | ECS Centre Profiles | 41 | 41 | 100.0 |
| Fall 1981 | Status Reports from Committee Members | 18 | 13 | 72.2 |
| Fall 1981 | Coordination of Complementary Programs | 1 | 1 | 100.0 |
| Fall 1981 | Agency Reports | 68 | 45 | 66.2 |
| 1981-'82 | Regional Project Reports | -- | 11 | -- |
|  | Sub-regional Project Reports | -- | 29 | -- |
| Spring 1982 | Report from Regional Coordinating Committee Members | 21 | 16 | 76.2 |
| Spring 1982 | Report from Sub-regional Committee Members | 51 | 37 | 72.5 |
| Spring 1982 | Management Questions for the Regional Chairperson | 1 | 1 | 100.0 |
| Spring 1982 | Details of Expenditures 1981 | 1 | 1 | 100.0 |
| Spring 1983 | Report from Regional ECS Committee Members | 11 | 8 | 72.7 |

Table 33 (cont'd)

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Spring 1983 | Report from Sub-regional Committee Members | 51 | 37 | 72.5 |
| Spring 1983 | Agency Reports | 50 | 32 | 64.0 |
| Spring 1983 | Parent Perceptions | 86 | 52 | 60.5 |
| 1982-'83 | Regional Project Reports | -- | 6 | -- |
| | Sub-Regional Project Reports | -- | 50 | -- |
| Spring 1983 | Management Questions for the Regional Chairperson | 1 | 1 | 100.0 |
| Spring 1983 | Overview of Committee Project Development | 5 | 5 | 100.0 |
| Spring 1983 | Details of Expenditures | 1 | incomplete | |
| Spring 1983 | Committee Self-Evaluation Report | -- | 1 | -- |

## Committee Background

### History of Committee

The Region 6B Committee serves the area contained in the southeast corner of Alberta extending as far west as Taber and as far north as Brooks. The Region 6B Committee formed and began the coordination of the four sub-regional sub-committees in September, 1980. Local members travelled relatively short distances to sub-regional meetings and sent one or more representatives to the regional meetings.

The Committee did not apply for incorporation as a legal society. Upon receipt of the Coordination Grant, their funds were administered by a local School Board. The Superintendent of that school board was committee chairman previous to the assumption of the chairman's duties by the ECS Coordinator for the City of Medicine Hat in September 1981.

The Committee hired four sub-regional coordinators to organize sub-regional meetings and activities and serve as liaison between their own sub-regions and the Region 6B Committee. The membership of the sub-committees is made up of both private and school-board operators. The regional committee membership is approximately half ECS operators and sub-regional representatives and half agency representatives.

## Size of Committee

As of September, 1981, there were 18 operators including The City of Medicine Hat with 12 centres and the Taber School Division with 7 centres.

The Sub-Regional Committees included the following:

| | |
|---|---|
| Brooks & District: | 7 operators in 8 centres |
| Taber & District: | 2 operators in 8 centres |
| Co. of Forty Mile: | 3 operators in 3 centres |
| Medicine Hat & District: | 6 operators in 18 centres |

The Medicine Hat & District Committee was composed of three sub-groups: the City of Medicine Hat, the Catholic school board and four rural operations. The sub-regional coordinator was at first hired with the assumption that she would serve the whole committee. However the two city sub-groups were already organized under the supervision of full-time staff. The rural operators were organized into an umbrella society by the sub-regional coordinator during the first evaluation year and it evolved that she directed her activities towards the needs of that group while serving as liaison to the Medicine Hat & District Committee.

At the conclusion of the evaluation period the Medicine Hat & District Committee had a discussion of purpose and agreed there was no need for them to continue to meet regularly since the three sub-groups were all being represented at the regional committee meetings.

The collection of data from the Medicine Hat District was limited to the rural group since they were the only committee spending coordination grant funds. One exception was made to collect data from urban Medicine Hat parents at the conclusion of the study.

The Regional Committee was composed of 21 members in 1981-'82 and 26 members in 1982-'83.

Of the 16 people who responded to the mid-term questionnaire (June, 1982), 11 had been Region 6B committee members longer than one year and 5 for less than 1 year. Six of the eight respondents at the end of the evaluation had been members longer than one year.

## Frequency of Coordination Meetings

The Regional Committee meets every other month through the school year. Executive meetings are not held regularly and were not held in the 1982-'83 year.

At the sub-regional level meetings were held either three, four or five times a year depending on the sub-region.

## Distances Travelled to Coordination Meetings

Meetings for the Regional Committee were held in Taber. The average driving distance one-way for members to attend regional meetings was 97 kilometres. The average distance to attend Brooks & District meetings was 32 kilometres, Co. of 40 Mile - 49.9 kilometres, Rural Medicine Hat - 67.3 kilometres, and Taber & District - 24.3 kilometres.

## Coordination of Projects and Activities

### Development of Operational Plans

The conceptual framework used to collect information on planning for projects was explained on p. 11. The stage of development for each of Region 6B's projects as of September 1981 is reported below.

| Stage | Project |
|---|---|
| Idea | Political Action re Education Task Force on Financing |
| Discussion | - - - |
| Trial Run | - - - |
| Implementation | ACCESS Utilization<br>Media Festivals |
| Evaluation | E.C.S. Clinic |
| Modification | - - - |

The Idea, Discussion, Implementation sequence was common to all the activities developed beyond the Idea stage. Trial Runs were not used.

At the conclusion of the evaluation period, the regional chairperson and the sub-regional coordinators reported the stages of development of five typical projects from the 1982-'83 year's activities. At the regional level, the common project stages were Idea followed by Discussion. From there, stages varied according to project. An Interest Survey, then Planning followed for a major workshop. Selection of material, Implementation and Termination were the follow-up stages for Film Purchases. One project was terminated at the Planning stage when a resource person was not available for a workshop. The Evaluation stage was not reported at the regional level for either of the two projects that were completed during the year.

The Evaluation stage was used for almost all projects at the sub-regional level that had progressed through an Implementation stage. One sub-regional coordinator reported that for short-term projects they had found the Idea-Discussion-Implementation sequence satisfactory. For more involved, ongoing or long-term projects they also include Trial Run-Evaluation-Modification stages. Another sub-regional coordinator found a questionnaire useful in place of a Trial Run stage to clarify plans before implementing them.

## Overview of Projects

Activities and projects reported by the Region 6B Committee for the two evaluation years are listed below according to type.

### Workshops

A. Organized by Regional Committee
'81-'82 - Good Business Procedures
Media Festivals - 2 centres
Special Education Workshops - 3 centres

B. With Regional Committee Involvement
'82-'83 - Magic Circle Certification Workshop
co-sponsored with Medicine Hat College

C. Delegates to Workshops
'82-'83 - Advisory Councils (Lethbridge Community College)
Learning Experiences for the Young Child
(Lethbridge Community College and
Medicine Hat College)

Petitions - Lobbying

'81-'82 - Lobbying re Pre ECS Screening by Medicine Hat Health Unit
Lobbying re Education Task Force on Financing (discussion only)

Other Projects

'82-'83 - Meeting with Dr. Torgunrud
Purchase of Video Recording Equipment
Special Needs Survey
2 years - Sub-regional Coordinating Committee
Purchase of Films
ACCESS Utilization

For a brief description of each project/activity, refer to Appendix D.

The sub-regional committees were involved with some or all of the regional activities plus their own activities as listed below.

Brooks & District

Regional Activities

'81-'82 - Workshop on Good Business Procedures
Special Education Workshop with Jean Moore
ACCESS Utilization Project
Lobbying re Pre ECS Screening by Medicine Hat Health Unit

Brooks Council Activities

'81-'82 - Toy Buying Workshops
Using Perceptual Motor Development Equipment Workshop
Orientation Workshops
Dental Hygienist Visited ECS Centres

'82-'83 - Songs to Sing, Stories to Tell Workshop
Creative Movement Sessions
Liaison with Brooks Campus
Lobbying re Family & Community Support Services
Beekeeper Visit to all ECS Centres
Dental Hygienist Visit "
YM-YW Instructor Visit "
ECS Resources Utilization
Week of the Pre-School Child and Resource-a-rama
2 years - Newsletter
Travel Fund for LAC & Coordinating Members
Videotape Production of Activity Centres

Manyberries-Foremost-Bow Island (MFB) Umbrella Society (formerly Co. of 40 Mile)

### Regional Activities

'81-'82 - Workshop on Good Business Procedures
Special Education Workshop with Jean Moore
Media Festival in Medicine Hat

### MFB Society Organized Activities

'81-'82 - Stress in Rural Farm Families Workshop
Communicating with Children Workshop
Learning Centres Workshops for Teachers
Lobbying re Continuation of Direct Funding to Parent Groups
Lobbying re Pre-school Screening by Medicine Hat Health Unit
'82-'33 - Nightmares and Helping Child Deal with Death Workshop
Take Time, What's the Hurry? Workshop
Spring Orientation Meetings for New Parents
2 years - Newsletter

## Medicine Hat & District

During the '81-'82 year Medicine Hat Rural ECS representatives met with the Medicine Hat & District ECS Sub-Regional Coordinating Committee. During that period the rural representatives worked towards the formation of a rural umbrella society. Such a society was formed and met for the first time in May 1982.

### Regional Activities

'81-'82 - Workshop on Good Business Procedures
Media Festival in Medicine Hat
ACCESS Utilization Project
Lobbying re Pre ECS Screening by Medicine Hat Health Unit

### Rural Medicine Hat Society Activities

'81-'82 - Rural Teachers Workshops
Forming of Umbrella Society
Teachers Convention
'82-'83 - Parent-Teacher Seminar on Speech Handicaps
Parent Education Evenings
Teacher Sharing Time
Orientation of Community Resource People
Completion of Renewal Forms
Lobbying for Rural Speech Therapist
Early Alert Notices
Area Information Book
Liaison with Medicine Hat College
Videotape Equipment Scheduling

## Taber & District

There was a good deal of difficulty in clarifying exactly which of the projects reported by the Taber and district sub-coordinator could actually be attributed to the Coordination Grant. Many of those reported were actually functioning within the school division and would continue whether there was a coordination grant or not. A number also involved the spending of Parent Resource Grant funds. The projects listed below were attributed to the Coordination Grant based on the information supplied.

### Regional Activities

'81-'82 - Good Business Procedures Workshop
ACCESS Video Evaluation Project

### Taber Council Activities

'81-'82 - Society Incorporation
Parent Development Grant
Sending members to workshops
Viewing of Marianne Perry Films
Teacher-Aide Communication Workshop
Toy Buying Workshop
Reading to Your Child Workshop
Learning Centres Workshop
Kids & Kitchens Workshop
'82-'83 - Science Mini-Workshop
Make It-Take It Workshop
Delegate to AAYC Conference
ECS-Grade 1 Liaison Project
Visitation to Other Centres
Child Development Module Preview
Centre Evaluation by Children
Coordinator's Visit to Each Teacher Presenting the Same Theme to Children

Teacher Delegates to Spring Workshops
Posture Week Project
Grade 1-ECS Supper Meeting
Policy Revisions
2 years - Orientation for New Council Members

For a brief description of each project/activity, refer to Appendix D.

## Pre-Grant and Grant Projects

All of the projects reported by Region 6B were undertaken after receipt of the Coordination Grant.

## How Grant Funds Were Spent

| | '80-'81 | '81-'82 | '82-'83 |
|---|---|---|---|
| Grant Money Received | $23,800. | $25,000. | $27,450. |

| Grant Allocations[1] | Jan.1-Dec.31, 1981 | Jan.1-Dec.31, 1982[2] | Jan.1-June 30,1983 |
|---|---|---|---|
| Sub-regional Coordinators | $12,230. | $15,015. | $8007. |
| Administration of Grant | 1,228. | 1,250. | -- |
| Postage | 42. | 170. | 83. |
| Telephone | 215. | 414. | 342. |
| Travel & Subsistence | 3,660. | 9,516. | 3,722. |
| Registration Fees | 113. | 265. | 120. |
| Printing | 37. | 402. | 131. |
| Supplies | 65. | 318. | 178. |
| Resource Materials | | 3,668. | 81. |
| Total | $17,590. | $31,018. | $12,664. |

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[1] The School Board that served as Treasurer kept books according to the Calendar year. A separation of the costs of meetings and projects was not kept in their books. However Project costs were collected from Report Forms according to the school year (see following section).

[2] The School Board ceased keeping books for Region 6B as of Dec. 31, 1982. According to the Treasurer there was considerable difficulty in obtaining a clear report of how the funds were spent.

Total Grant Money Received $76,250.

Total Grant Money Disbursed $61,272.

A breakdown of project costs for the last two years of the coordination grant follows.

| | 1981-'82 | 1982-'83 |
|---|---|---|
| Travel | | |
| Region 6B | 1137. | --- |
| Rural Medicine Hat | 128. | 546. |
| Taber | 509. | 670. |
| MFB | 145. | 100. |
| Brooks | 813. | 338. |
| Total | $2,732. | $1,654. |
| Subsistence | | |
| Region 6B | 1198. | --- |
| Rural Medicine Hat | 30. | 66. |
| Taber | 68. | 147. |
| MFB | 50. | --- |
| Total | $1,346. | $213. |
| Room Rental | | |
| Region 6B | 150. | --- |
| Brooks | --- | 11. |
| MFB | 40. | 55. |
| Total | $190. | 66. |
| Films | | |
| Region 6B | $1,080. | $1,167. |
| Video Equipment | | |
| Region 6B | --- | $1,436. |

| | | 1981-'82 | 1982-'83 |
|---|---|---|---|
| Xerox | | | |
| Taber | | 108. | --- |
| MFB | | 8. | --- |
| Brooks | | 209. | 8. |
| | Total | $325. | $8. |
| Postage | | | |
| Taber | | 5. | |
| Brooks | | 16. | |
| | Total | $21. | --- |
| Telephone | | | |
| Taber | | 18. | --- |
| MFB | | 2. | 19. |
| Brooks | | 11. | 36. |
| | Total | $31. | $55. |
| Application Fees | | | |
| Rural Medicine Hat | | 43. | |
| Taber | | 43. | |
| | Total | $86. | --- |
| Name Search | | | |
| Rural Medicine Hat | | $33. | --- |
| Advertising | | | |
| Taber | | 15. | --- |
| MFB | | 61. | 65. |
| | Total | $76. | $65. |

| | | 1981-'82 | 1982-'83 |
|---|---|---|---|
| Refreshments | | | |
| Taber | | 10. | |
| MFB | | 51. | |
| | Total | $61. | --- |
| Honoraria & Professional Fees | | | |
| Taber | | 50. | --- |
| MFB | | 100. | 10. |
| Brooks | | --- | 432. |
| | Total | $150. | $442. |
| Substitute Teacher | | | |
| Taber | | $497. | $500. |
| Registration Fees | | | |
| Taber | | --- | $420. |
| Supplies | | | |
| Taber | | | 21. |
| Brooks | | | 42. |
| MFB | | --- | 28. |
| | | --- | $91. |
| Other | | | |
| Taber | | 5. | --- |
| Brooks | | --- | 44. |
| MFB | | 10. | --- |
| | Total | 15. | $44. |
| Regional & Sub-Regional Totals | | | |
| Region 6B | | 3565. | 2603. |
| Rural Medicine Hat | | 234. | 612. |
| Taber | | 1328. | 1758. |
| MFB | | 467. | 277. |
| Brooks | | 1049. | 911. |
| | Total | $6,643. | $6,161. |

There were definite problems with the keeping of accounts in Region 6B. Questions also arose about some decisions involved in disbursing Coordination Grant funds.

First, the decision to have a local school board handle the grant funds led to a loss of information. Between the people submitting bills, the Region 6B Treasurer and the school board officer, considerable information was lost as to source of costs. It was impossible to separate costs associated with coordination meetings as opposed to costs associated with projects or with sub-regional coordinators' travel. According to the Treasurer, it was difficult to get an exact accounting of disbursements from the Coordination Grant for the 1982 year.

Secondly, the Taber & District sub-regional coordinator was not always clear about which fund to charge expenses to. At her disposal were school board funds, coordination funds and parent resource funds.

Thirdly, the Taber & District sub-regional coordinator was a full-time employee of a local school division (four-fifths of the position was as an ECS teacher and one-fifth as ECS coordinator for the school board). Her sub-region received an honorarium for her equal to the amount paid to the other sub-regional coordinators. However, since she already received full-time pay, the honorarium money went towards additional ECS expenses incurred in that sub-region. This was an inequitable disbursement of funds within the region without explanation.

One other expenditure was judged inappropriate--the hiring of substitute teachers for the Taber sub-regional coordinator's classroom while she made supervisory visits to the 7 ECS centres in her jurisdiction. Such an expense would most appropriately seem to be the responsibility of the school board.

To the consultant's knowledge the Region 6B Committee had not established clear guidelines on expenses it considered legitimate. From the Committee Minutes it appears the committee members were not asked to approve payments of specific expenses over a given amount e.g. $100.00.

Had the Committee handled its own finances from the first receipt of Coordination Grant Funds the tracking of expenses paid would have been possible. Had all the committee members been involved in approval of specific expenses, the problems with extra funds going to one sub-region would have been questioned by representatives from the other sub-regions.

## Process of Initiation of Projects

At the regional level, ideas for projects came from service agency representatives, the ECS consultant, committee members, and other coordinating committees. All ideas were brought to general meetings to be discussed.

At the sub-regional level, the majority of ideas were attributed to the sub-regional coordinator who brought the ideas to sub-regional committee meetings. Committee members also brought ideas to sub-regional meetings. Taber's situation was unique. With the existing network there of seven ECS teachers in one school division and an ECS Supervisor (who was also the sub-regional coordinator), ideas also came from teachers to staff meetings and from speakers at teachers' Professional Days.

At the regional level, half the projects were from one to two months' duration in total. Longer projects (Sub-regional Coordinating Committees, ACCESS Utilization Project, Special Education Workshops) required two to four months of planning time and lasted from half a year to three years in total.

Most of the sub-regional projects required two to four months planning and lasted two to five months from first discussion to completion. Launching the Brooks Newsletter required nine months planning time as did Formation of an Umbrella Society by Rural Medicine Hat.

## Sub-Regional Coordinator's Position

The responsibilities of the sub-regional coordinators were defined at the November 3, 1980 regional meeting. The responsibilities included sharing information about services and resources, insuring the utilization of services and information located within the region..., assisting in the identification of needs at the subregional level, coordinating service delivery to special needs children and their families, monitoring the present status of program dimensions, assuming responsibility for planning orientations and communicating with sub-regional and regional committees.

Subregional coordinators each received an honorarium of $3,000. per year from the coordination grant. In terms of relative costs, Region 6B spent about half its assigned grant on coordinator's honoraria in 1981.

Region 6B designed a monthly Sub-Regional Coordinator's Report with eight categories of activity, spaces to complete for purpose of activity and for time spent. These completed forms were submitted to the consultant over the last year and a half of the evaluation period. They were submitted to the Region 6B Committee in June, 1982 for the first half year. No discussion of the Reports was recorded.

Taking the sample time period of March to June, 1982, for which records were submitted from all four sub-regional coordinators, the average time spent per month on each activity is reported below.

Table 34
Average Hours Worked per Month March to June 1982

| | Coord. A[1] | Coord. B | Coord. C[2] | Coord. D |
|---|---|---|---|---|
| Meetings | 5.4 | 7.0 | 6.6 | 12.0 |
| Planning | 4.0 | 6.5 | 15.8 | 3.3 |
| Program Visits | 11.5 | 2.8 | .3 | 2.5 |
| Reporting | 8.6 | 3.6 | 7.1 | 4.0 |
| Communication | 3.1 | 2.8 | 7.3 | 4.4 |
| Correspondence | 1.4 | 2.0 | 1.0 | 3.3 |
| Workshops | 8.1 | 5.5 | 6.0 | 17.0 |
| Other | 3.5 | 6.0 | 9.5 | 2.5 |
| Total | 45.6 | 36.2 | 53.6 | 48.9 |

[1] Includes school board responsibilities

[2] Average time spent over 16 months was 35.5 hours

Based on ten month's work a year, the honorarium paid to sub-regional coordinators 2 to 4 (Table 24) varied from $5.60 per hour to $8.29 per hour (assuming an average of $3000. per year per honorarium).

At the regional level, the coordinators served as committee members (one as secretary) but did not take on extensive responsibilities at that level. At the sub-regional level they virtually were responsible for all the activities within the sub-region. Based on minutes from the sub-regional committees, the members rarely were involved in organizing activities.

## Clientele Served by Activities

ECS Centre Profiles were received from all 41 centres with membership in Region 6B committees. A total of 1279 children were registered in the centre (411 with the City of Medicine Hat ECS and 225 with Brooks ECS).

Projects and activities undertaken during the evaluation period that directly impacted children included:

Regional - ACCESS Utilization
Purchase of Films
Purchase of Vtr Equipment

Brooks - Dental Hygienist Visited ECS Centres
Beekeeper "
YM-YWCA Instructor "
Videotape Production of Activity Centres
Creative Movement Sessions

Rural Medicine Hat - Videotape Equipment Scheduling

Projects and activities (outside of regional and subregional meetings) directly impacting parents included:

Regional - Good Business Procedures Workshop
Media Festivals

Brooks - 3 Workshops
  Orientation
  Week of the Pre-School Child
  Newsletter

MFB - 4 Workshops
  Orientation
  Newsletter

Medicine Hat Rural - 1 Workshop
  Parent Education Evenings
  Orientation of Resource People
  Area Information Book

Taber - 3 Workshops
  Orientation for New Council Members

Projects and activities directly impacting teachers included:

Regional - Media Festivals
  Special Education Workshops
  Special Needs Survey

Brooks - 1 Workshop
  ECS Resources Utilization
  Newsletter

MFB - 1 Workshop
  Newsletter

Medicine Hat Rural - 2 Workshops
  Teacher Sharing Time
  Early Alert Notices
  Area Information Book

Taber - 8 Workshops
ECS-Grade 1 Liaison Project
Visitation Project

All of these activities were initiated during the grant period.

## Operator Involvement

At the beginning of the evaluation period individual committee members were asked to enumerate actions taken by the Regional Committee that helped operators and/or agencies increase complementary ECS services. Of the 13 regional committee members who responded, 2 were new to the committee. One of these was not aware of any committee accomplishments. Of the 11 who had been members prior to September, 1981, all but one were able to cite some Committee activities affecting their delivery of services.

The activities mentioned most frequently were the Budget & Business Procedures Workshop and the ACCESS Utilization Project. Mentioned second most often were the opposition to the discontinuation of preschool screening by the Health Unit and the increase in communication between sub-regional and regional levels and service agencies.

The principal measure of involvement of ECS representatives in the committees included documentation of opinions at the end of each of the two evaluation years. At the regional level six of the 16 respondents to the mid-term questionnaire were ECS representatives. An indication of the extent of their involvement in 1981-'82 regional activities and whether the activities helped in their ECS work appears in Table 35. A comparable report for 1982-'83 is presented in Table 36.

In the first year of the evaluation, all activities except the purchase of films helped over 80 percent of respondents in their ECS work. In the second year, only the meeting with Dr. Torgunrud helped over 80 percent of respondents. The Magic Circle Workshop reported in 1982-'83 was planned for the upcoming fall and could only be anticipated to help at the time of the final evaluation.

Table 35

ECS Representatives' Involvement in 1981-'82 Region 6B Activities (n=6)

| Regional Projects | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| ACCESS Utilization | 0 | 3 | 3 | 5 |
| Purchase of Films | 0 | 2 | 1 | 4 |
| Workshop on Good Bus. Procedures | 1 | 1 | 3 | 5 |
| Media Festivals | 1 | 2 | 3 | 6 |
| Special Ed. Workshops | 1 | 4 | 1 | 5 |
| Lobbying re Pre ECS Screening | 0 | 2 | 4 | 6 |
| Lobbying re Education Task Force | 1 | 3 | 2 | 5 |
| Sub-regional Coordinating Committees | 0 | 4 | 2 | 5 |

Table 36

ECS Representatives' Involvement in 1982-'83 Region 6B Activities (n=8)

| Regional Projects | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Magic Circle Workshop | 2 | 3 | 3 | 4 |
| Meeting with Dr. Torgunrud | 0 | 4 | 4 | 8 |
| Mix & Match Vtr Program with ACCESS | 2 | 4 | 2 | 5 |
| Special Needs Assessment Survey | 1 | 3 | 4 | 6 |
| Delegates to Workshop on Advisory Councils | 1 | 2 | 0 | 2 |
| Delegates to Workshops on Learning Experiences for the Young Child | 1 | 2 | 4 | 6 |

At the subregional level all committee members responding to the questionnaires were representatives of ECS. Participation of individuals in each committee's activities is presented in the following tables as well as opinions on whether each activity helped in ECS work.

For the Brooks and District Committee in the first evaluation year, the Newsletter and the Orientation Workshops helped over 80 percent of respondents in their ECS work. In the second year the Dental Hygienist Visit to ECS Centres, Week of the Pre-School Child Activities, and the Travel Fund helped at least 80 percent of respondents. Where the numbers involved in planning are low it may be concluded the sub-regional coordinator carried the planning responsibility (See Table 37 and 38).

Table 37

Brooks ECS Representatives Involvement in 1981-'82 Activities (n=12)

| Regional Activity | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Good Bus. Procedures Workshop | 0 | 0 | 5 | 5 |
| Special Ed. Workshop | 0 | 1 | 8 | 8 |
| ACCESS Project | 1 | 2 | 9 | 9 |
| Lobbying re Health Unit | 1 | 4 | 5 | 7 |
| Brooks Council Activities | | | | |
| Newsletter | 3 | 2 | 7 | 11 |
| Toy Buying Workshops | 1 | 2 | 5 | 6 |
| Perceptual Motor Dev. Equip. Workshop | 1 | 1 | 2 | 2 |
| Orientation Workshops | 2 | 2 | 7 | 10 |
| Refunding of Expenses | 1 | 1 | 9 | 9 |
| Videotape of Activity Centres | 1 | 3 | 6 | 7 |

Table 38

Brooks ECS Representatives Involvement in 1982-'83 Activities (n=10)

| Regional Activity | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| ACCESS Utilization Project | 0 | 4 | 2 | 7 |
| Brooks Council Activities | | | | |
| Songs & Stories Workshop | 1 | 0 | 4 | 4 |
| Creative Movement Sessions | 0 | 1 | 5 | 7 |
| Beekeeper Visits | 0 | 1 | 4 | 7 |
| Dental Hygienist Visits | 0 | 1 | 6 | 9 |
| YM-YWCA Instructor Visits | 0 | 1 | 5 | 7 |
| Newsletter | 1 | 3 | 3 | 7 |
| ECS Resources Utilization | 0 | 1 | 4 | 3 |
| Lobbying re Family & Community Support Services | 0 | 1 | 4 | 1 |
| Liaison with Brooks Campus | 0 | 2 | 6 | 7 |
| Week of the Pre-School Child | 0 | 5 | 5 | 8 |
| Resource-a-rama | 2 | 3 | 4 | 5 |
| Travel Fund | 0 | 1 | 4 | 8 |
| Vtr Production | 1 | 4 | 0 | 4 |

In the first evaluation year for the Manyberries-Foremost-Bow Island Committee the Parent Workshop and Lobbying re Health Unit Screening helped 80 percent of the MFB respondents in their ECS work. The 28.6 percent rate of return the second year was too low to be representative of the committee. (See Tables 39 and 40).

Table 39

MFB ECS Representatives Involvement in 1981-'82 Activities (n=5)

| Regional Activity | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Good Bus. Procedures Workshop | | 1 | 0 | 2 |
| Special Ed. Workshop | | 1 | 0 | 4 |
| Media Festival | | 1 | 1 | 2 |
| MFB Activities | | | | |
| Parent Workshop | 2 | 2 | 0 | 4 |
| Teacher Workshop | 1 | 1 | 0 | 2 |
| Lobbying re Parent Funding | 1 | 1 | 2 | 3 |
| Lobbying re Health Unit Screening | 0 | 2 | 2 | 4 |

Table 40

MFB ECS Representatives Involvement in 1982-'83 Activities (n=2)

| MFB Activities | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|
| Nightmares & Death Workshop | 2 | 0 | 1 |
| Take Time Workshop | 1 | 1 | 1 |
| Newsletter | 0 | 1 | 2 |
| Orientations | 0 | 0 | 1 |

For the Rural Medicine Hat Committee the Good Business Procedures Workshop, the Teachers Workshops and the Forming of the Umbrella Society were reported to help at least 80 percent of the respondents in their ECS work the first evaluation year. In the second year the Vtr Scheduling, the Parent Education Evenings, the Teacher Sharing Time, the Orientation of Resource People and the Renewal Forms for ECS Grant Assistance helped at least 80 percent of the respondents. (See Tables 41 and 42.)

Table 41

Rural Medicine Hat ECS Representatives Involvement in 1981-'82 Activities (n=5)

| Regional Activity | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Good Bus. Procedures Workshop | 0 | 0 | 2 | 4 |
| Media Festival | 0 | 0 | 1 | 2 |
| ACCESS Utilization | 0 | 1 | 2 | 3 |
| Lobbying re Health Unit | 1 | 1 | 1 | 3 |
| Rural Medicine Hat Activities | | | | |
| Teachers Workshops | 2 | 0 | 2 | 4 |
| Forming Umbrella Society | 1 | 2 | 2 | 5 |
| Teachers Convention | 0 | 0 | 2 | 3 |

Table 42

Rural Medicine Hat ECS Representatives Involvement in 1982-'83 Activities (n=9)

| Regional Activity | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Videotape Equipment Scheduling | 3 | 4 | 2 | 9 |
| Rural Medicine Hat Activities | | | | |
| Coordination of Early Alert Notices | 1 | 1 | 7 | 7 |
| Speech Handicaps Seminar | 1 | 0 | 5 | 5 |
| Lobbying for Rural Speech Therapist | 2 | 3 | 3 | 5 |
| Parent Education Evenings | 0 | 3 | 5 | 8 |
| Information Book | 2 | 2 | 4 | 7 |
| Teacher Sharing Time | 0 | 1 | 7 | 8 |
| Liaison with Medicine Hat College | 0 | 0 | 6 | 6 |
| Orientation of Resource People | 0 | 5 | 4 | 9 |
| Renewal Forms for ECS Grants | 1 | 5 | 3 | 9 |

The only Coordination Grant activity to help at least 80 percent of Taber and District respondents in their ECS work was the Spring Orientation the second year. The fact that the Council was made up of half teachers and half parents might explain why any one activity did not help 80 percent of all respondents.

Table 43

Taber ECS Representatives Involvement in 1981-'82 Activities (n=15)

| Regional Activity | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Good Bus. Procedures Workshop | 1 | 3 | 4 | 6 |
| ACCESS Project | 1 | 7 | 6 | 11 |
| **Taber Council Activities** | | | | |
| Society Incorporation | 2 | 5 | 7 | 10 |
| Parent Development Grant | 4 | 4 | 3 | 11 |
| Members to Workshops | 2 | 3 | 4 | 8 |
| Viewing Parry Films | 1 | 3 | 4 | 9 |
| Workshops | | | | |
| Communication | 1 | 2 | 6 | 7 |
| Toy Buying | 3 | 4 | 3 | 6 |
| Reading to Your Child | 2 | 3 | 3 | 9 |
| Learning Centres | 2 | 1 | 7 | 11 |
| Kids & Kitchens | 0 | 2 | 8 | 10 |

Table 44

Taber ECS Representatives Involvement in 1982-'83 Activities (n=16)

| Taber Council Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| ECS-Grade 1 Liaison | 3 | 5 | 2 | 9 |
| Science Workshop | 1 | 4 | 2 | 6 |
| Make It-Take It Workshop | 0 | 3 | 4 | 9 |
| Visitation to Centres | 2 | 6 | 2 | 8 |
| Child Development Module Preview | 1 | 6 | 3 | 8 |
| Evaluation by Children | 1 | 8 | 3 | 10 |
| Coordinator's Visit re "Wind" Theme | 3 | 7 | 0 | 9 |
| Posture Week Project | 1 | 8 | 3 | 10 |
| Grade 1-ECS Supper Meeting | 2 | 6 | 0 | 9 |
| Policy Revisions | 1 | 7 | 1 | 8 |
| Teacher Delegates to AAYC | 2 | 2 | 2 | 5 |
| Teacher Delegates to Spring Workshops | 1 | 4 | 4 | 7 |
| Spring Orientation | 3 | 12 | 1 | 15 |

Priority given to work of the Region 6B Committee by individual members was assessed at the beginning, middle and end of the evaluation period. There were very few new member respondents on the committee at any of the measurement times. Changes in priority given to committee work were very minor over the evaluation period. (See Table 45.)

Table 45

Priority Given to Region 6B Committee Work

| Priority | Old Members | New Members |
|---|---|---|
| Evaluation Start | | |
| Top | 0 | 1 |
| High | 1 | 0 |
| Fairly High | 2 | 0 |
| Fairly Low | 1 | 0 |
| No Answer | 0 | 1 |
| Evaluation Mid-Term | | |
| Top | 2 | 0 |
| High | 2 | 1 |
| Fairly High | 1 | 0 |
| Evaluation End | | |
| Top | 1 | 0 |
| High | 3 | 0 |
| Fairly High | 2 | 0 |
| Fairly Low | 0 | 1 |

## Agency Involvement in Activities

A summary of agency involvement with regional and subregional activities as reported on the Project Report forms is presented in Tables 46 and 47.

Involvement with service agencies in Region 6B is extensive particularly in the Brooks & District and Rural Medicine Hat sub-regions. Having many service agencies represented at the regional coordinating committee meetings facilitates involving them in projects. Service agencies are not represented on any of the sub-regional committees.

Table 46

Region 6B Agency Involvement in 1981-'82

| Activity | ACCESS | Parent Resource Unit/Centre | Medicine Hat Health Unit | Barons-Eureka Health Unit | Southeast Community Resource Centre | Natural Gas Co. | Alberta Education | Consumer & Corporate Affairs | Univ. of Alberta Phys. Ed. Dept. | Medicine Hat College Brooks Campus | Family & Community Support Services Brooks | NOVA Corp. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Regional | | | | | | | | | | | | |
| Sub-Regional Coordination | X | X | X | X | | | | | | | | |
| ACCESS Utilization | X | | | | | | | | | | | |
| Film Acquisition | X | | X | X | X | | | | | | | |
| Media Festival | X | X | | | | | | | | | | |
| Taber | | | | | | | | | | | | |
| Society Incorporation | | X | | | | | | X | | | | |
| Parent Devel. Grant | | x | | | | | | X | | | | |
| Members to Workshops | | | | X | | X | | X | | | | |
| Toy Buying Workshops | | | | | | | | X | | | | |
| Learning Centre Workshop | | X | | | | | | | | | | |
| Kids & Kitchens Workshop | | | | | | X | | | | | | |
| Brooks | | | | | | | | | | | | |
| Perceptual Motor Devel. Equipment Workshop | | | | | | | X | | X | X | X | X |
| Toy Buying Workshop | | | | | | | | X | | | | |

Table 46 (cont'd)

Region 6B Agency Involvement in 1981-'82

| | Private Insurance Agency | Medicine Hat Health Unit | Medicine Hat College - Brooks Campus | Child Development Society | Toy Library & Family Resource Centre | Tilley School Brooks Comp. High School | City of Lethbridge Umbrella Society | Alberta Agriculture | Parent Resource Unit | University of Lethbridge |
|---|---|---|---|---|---|---|---|---|---|---|
| Brooks (cont'd) | | | | | | | | | | |
| Orientation Workshops | X | | | | | | | | | |
| Newsletter | | X | X | X | X | X | | | | |
| Dental Hygienist Visits | | X | | | | | | | | |
| MFB | | | | | | | | | | |
| Teachers Workshop | | | | | | | X | | | |
| Parent Workshop | | | | | | | | X | X | |
| Communication Workshop | | | | | | | | | X | X |
| Medicine Hat Rural | | | | | | | | | | |
| Umbrella Society | | | | | | | | | X | |

Table 47

Region 6B Agency Involvement in 1982-'83

| Activity | ACCESS | Medicine Hat Health Unit | Barons-Eureka Health Unit | Services for the Handicapped | Medicine Hat College | Lethbridge Community College | Local Recreation Dept.'s | Family & Community Support Services | Special People Enjoying Children | Family Resource Centre | Medicine Hat YM-YWCA | Alberta Agriculture |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Regional | | | | | | | | | | | | |
| Sub-Regional Coordination | X | X | X | | | | | | | | | |
| Special Needs Assessment | | | X | X | | | | | | | | |
| Film Acquisition | X | X | X | | X | X | | | | | | |
| Magic Circle Workshop | | | | | X | | | | | | | |
| Mix and Match Program | X | | | | | | | | | | | |
| Taber | | | | | | | | | | | | |
| Orientations | | | X | | | | X | | | | | X |
| Posture Week | | | X | | | | | | | | | |
| Brooks | | | | | | | | | | | | |
| Stories & Songs Workshop | | | | | X | | | | | | | |
| Creative Movement Sessions | | | | | | | X | | | | | |
| Lobbying re Family & Community Services | | | | | | | | X | X | X | | |
| YM-YWCA Instructor Visits | | | | | | | | | | | X | |
| Brooks Week of the Child | | | | X | X | | | X | | | | |

Table 47 (cont'd)

Region 6B Agency Involvement in 1982-'83

| Activity | Family & Community Support Services | Alberta Agriculture | Further Education Councils | Medicine Hat College | Alberta Education | ACCESS | Mental Health Services | Medicine Hat Health Unit | Community Resource Centre | Handicapped Services | Speech Pathology, Med. Hat Hospital |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Brooks (cont'd) | | | | | | | | | | | |
| Resources Utilization | X | X | X | X | | | | | | | |
| Medicine Hat College Liaison | | | | X | | | | | | | |
| Vtr Production | | | | X | X | X | | | | | |
| MFB | | | | | | | | | | | |
| Take Time Workshop | | | | | X | | | | | | |
| Orientations | | | | | X | | | | | | |
| Nightmares Workshop | | | X | | | | X | | | | |
| Medicine Hat Rural | | | | | | | | | | | |
| Coord. of Early Alert Notices | | | | | | | | X | | | |
| Seminar on Speech Handicaps | | | | | | | | | X | X | X |
| Lobbying for Speech Therapist | | | | | | | | X | | X | X |
| Parent Education Evenings | | X | | | | | | | | | |
| Liaison with Medicine Hat College | | | | X | | | | | | | |
| Orientation of Resource People | | | | X | X | | | X | X | X | |

Forty-five agencies submitted descriptions of their ECS-related services at the beginning of the evaluation period. Included were 11 services of the Medicine Hat Health Unit, 3 from Alberta Agriculture and 9 libraries.

Those agencies who described some change they would like to see in their ECS-related service are listed in Table 48.

Table 48

Changes Desired by Region 6B Agencies

| Agency | Desired Change |
|---|---|
| Co. of Forty Mile #8 (Support Services) | Strengthening of articulation between ECS and Gr. 1 teachers |
| Culture & Recreation - Medicine Hat (swimming) | More funding would permit more instruction |
| Family & Community Support Services of Brooks & Bassano | Additional services are dependent on additional facilities and finances |
| Fire Dept. - Irvine | In-school presentations are planned |
| Library - Bow Island | More school visits with storytime and special activities |
| Library - Brooks (Toys & Family Resource Centre) | Need more inventory especially for special needs children. Would like agencies to refer people to library |
| Library - Brooks Public | More funding |
| Library - Duchess & District | Bring ECS classes to library for storytime, etc. Encourage children and parents to use library |

Table 48 (cont'd)

| Agency | Desired Change |
|---|---|
| Health Unit - Medicine Hat (Clown Act) | Have parents sit in on Dental Talks |
| Health Unit - Medicine Hat (Puppet Shows) | Would like to visit ECS more than once a year. Would like ECS teachers conducting "brushins" once a week. |
| Health Unit - Medicine Hat (Dental Health) | Response could be better |
| Health Unit - Medicine Hat (Teacher Conferences) | Speech Pathologist would like more frequent communication outside of formal meetings |
| Medicine Hat Family Service | More requests for parent programming |
| Medicine Hat College | Would like to reach more ECS teachers with library materials, workshops etc. Would like university transfer of college ECS courses |
| Mental Health Services | More resources |
| Services for the Handicapped - Medicine Hat | Would like ECS to assume an internal consultative responsibility by means of ECS staff consultants and more appropriate funding |

A number of agencies did not indicate whether their ECS service was currently operating at an optimum level or whether they could recommend any changes. Those agencies who did believe their current service was at an optimum level included:

Alberta Agriculture - Brooks, Foremost, Medicine Hat
Brooks School Board
Co. of Newell No. 4

Health Unit - Medicine Hat Assessment
    Reports on speech, language and hearing disorders
Library - Medicine Hat
Medicine Hat School Div. #4
Police Dept. - Medicine Hat
Primary Consultant in Medicine Hat School Division
Southeast Alberta Community Resource Centre -
    Medicine Hat

Both Alberta Agriculture and the Southeast Alberta Community Resource Centre respondents noted that regional committees had assisted greatly in getting information to ECS groups.

A follow-up of agencies at the conclusion of the evaluation brought returns from 32 agencies out of 50 contacted. Of those who responded, 17 reported that their interaction with coordinating committees was satisfactory and 4 recommended changes.

Agencies reporting satisfactory interaction included:

Alberta Horticultural Research Centre
Alberta Social Services & Community Health - Brooks
Bassano Library
Bow Island Library
Brooks Library
Brooks School Board
Brooks Wildlife Centre
Community Resource Centre
County of Newell No. 4
East Area Consultants Unit
Family & Community Support Services - Brooks & Bassano
Medicine Hat College
Medicine Hat Police, Juvenile Division
Medicine Hat School Div. #4
Rainier Library
Social Planning Dept. - Medicine Hat
Special People Enjoying Children - Brooks

The Medicine Hat Social Planning Department recommended that the Committee seek a slightly higher profile and that it play a stronger advocacy role. Two respondents from the Medicine Hat Health Unit would like more information about the committee and would like to be notified of committee meetings. The fourth respondent recommending change wished to remain anonymous and wanted to be involved in the committee as needed.

Seven agencies reported observing changes over the past two years in coordination of services for ECS. The responses are summarized in Table 49.

Table 49

Changes Observed by Region 6B Agencies

| Agency | Changes Observed Over Past Two Years |
|---|---|
| Bow Island Library | Much more parent participation |
| Brooks Library | More cooperation and interaction now |
| Brooks School Board | Change from private to school board operated ECS |
| Community Resource Centre | Resolved a problem with Health Unit services for ECS children, parents & teachers |
| County of Newell School Board | Improved Communication & Awareness |
| Family & Community Support Services - Brooks & Bassano | (See direct quote)[1] |
| Special People Enjoying Children | Brooks Committee meets more frequently and is "a more unified together service" |

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[1] "I believe that E.C.S. services are becoming more and more identified with kindergarten programs and resulting in a wider rift between kindergarten programs and other programs for young children such as day care and nursery school services. However amongst the pre-school children there is a natural progression from nursery school to kindergarten. There is also children who spend part of their time at a kindergarten and the remaining time at a day care service. I feel that because of these user patterns it is extremely important that the total range of services available for early childhood should come together on a regular basis to increase their knowledge level. I do not feel that the existing mandate of region 6B provides for these opportunities." Family & Community Support Services, Brooks & Bassano.

## Parent Perception of Coordination

Parent responses were collected from Brooks & District, from Manyberries-Foremost-Bow Island (MFB), from the city of Medicine Hat, from Rural Medicine Hat and from Taber & District. The overall rate of return was 60 percent. From individual areas the rate of return varied from 44 to 90 percent.

Reports from parents on whether they had noticed any improvement in services for children aged 4½ to 5½ and/or parents over the past three years are summarized in Tables 50 to 54. The highest percentage of parents noting an increase in services was in Rural Medicine Hat, the lowest in Medicine Hat. The highest percentage noting improved services and better publicity was also in Rural Medicine Hat.

Table 50

Brooks & District Parent Ratings of Services (n=9)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 5 | 3 | 5 |
| No | 1 | 0 | 1 |
| Don't Know | 3 | 4 | 1 |
| No Answer | 0 | 2 | 2 |

Table 51

MFB Parent Ratings of Services (n=9)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 4 | 3 | 3 |
| No | 3 | 2 | 2 |
| Don't Know | 1 | 2 | 3 |
| No Answer | 1 | 2 | 1 |

Table 52

Medicine Hat Parent Ratings of Services (n=15)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 2 | 3 | 3 |
| No | 5 | 4 | 6 |
| Don't Know | 7 | 6 | 5 |
| No Answer | 1 | 2 | 1 |

Table 53

Rural Medicine Hat Parent Ratings of Services (n=8)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 5 | 5 | 6 |
| No | 1 | 1 | 1 |
| Don't Know | 1 | 0 | 0 |
| No Answer | 1 | 2 | 1 |

Table 54

Taber & District Parent Ratings of Services (n=11)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 5 | 6 | 4 |
| No | 2 | 3 | 3 |
| Don't Know | 2 | 0 | 0 |
| No Answer | 2 | 2 | 4 |

One parent respondent in each of the MFB district, Medicine Hat and the Taber district reported not knowing where to get information about community services for the family.

A number of parents reported that their family had special needs that were not being met. One parent in Rural Medicine Hat wanted "more expert advice in areas of speech handicapped, dyslexia, cerebral palsy, spina bifida, programs for gifted children, learning disabled, etc." A Taber District parent requested school programming for learning disabled students who have completed grade 9. Three parents from Medicine Hat had requests, one, for family counselling, one, for less expensive recreation affordable to a family with four children, and one for a program for gifted children. The first two parents indicated the local ECS organization had not assisted their family in meeting these needs. One MFB parent needed a program for a gifted child "about to enter the school system." The same parent noted that there had been a good ECS program for the child.

One Taber District parent reported that their local ECS organization had promoted "growth together as parents by discussion and reading material." Four Rural Medicine Hat parents reported being helped by their local ECS. One (quoted above as requesting "more expert advice...") indicated that parents had gone to case conferences with their children and they had a teacher's aide assisting special needs children. A second reported that Early Alert notices had made them aware of a hearing and eye problem. A third described how the varied ECS experiences helped their vision-impaired child. A fourth indicated that s(he) had been contacted by a speech therapist and had also attended a Speech Seminar and seen films. Two parents from the Brooks District described help they had received from their local ECS. One described how ECS had helped an extremely shy child. Another was appreciative that an aide had been hired for their handicapped child.

Only one parent pointed out overlapping services that were objected to. The parent in question believed that the city of Medicine Hat competes with the YMCA and that the programs should be subsidized and combined.

A few parents reported community services for young children and parents in the area that were not available. Two MFB parents reported service gaps. One referred to lack of daycare. A second reported that speech therapy was "sadly lacking" and where it was available, it was insufficient e.g. one half day a week. One Rural Medicine Hat parent also said there was not enough speech therapy available.

Three Medicine Hat parents had comments on services that were lacking. One wanted more parks with playground equipment, another wanted babysitting services for programs that involved parents and older children, a third reiterated the need for child care when daytime classes are offered for mothers and also pointed to a lack of services for the 4-5 year old who is not quite ready for ECS." Two Medicine Hat parents reported difficulties tracking down services, one referring specifically to a "Time Out" program.

One parent in the Taber District would like a complete recreation and leisure centre with an indoor swimming pool.

In terms of general comments about coordination of services for ECS-aged children in the area, five MFB parents had praise for their local programs and four had observations to communicate. One parent thought "publicity to the general public about services available and coordination of those services need to be upgraded." Two wanted closer supervision of the teaching program, one specifically stating that her centre had not been visited the past year and that as a new program and with no curriculum the need was great. One parent wondered if some money would not be better spent directly on small programs than on coordination. Even with the Small Program Grant their centre had found lack of funds a severe limitation. Part of their problem was due to late arrival of funds.

Five parents from the Brooks District had no comments about coordination. One felt it was excellent. Another, quoted previously, described how important ECS and Social Service funding had been for a handicapped child. One thought there was "too much organization - too many meetings, too many ways not to spend time with your own child." One referred to "a tendency to get a little top heavy with administrative coordination of ECS.

Eight parents from Medicine Hat had no general comments. Three had words of praise for their local ECS programs and two of these had other points to make: services for younger children are neglected and ECS is the same half day all year causing unsolvable conflicts with other activities for the age group. Two parents had comments about the operators - one thought it should be a school board, one felt their ECS was isolated in the Separate school system. One parent wanted to see a teacher's aide in every classroom. One wrote that their ECS "was coordinated partly by parents and was OK but not terrific."

Four parents were pleased with coordination in Rural Medicine Hat. Three had no comment. One recommended that ECS be part of the school program in small rural areas where it was difficult to obtain a teacher and satisfactory facilities.

Eight parents from the Taber District made positive comments about their local ECS program. Three made no comment.

## Achievement of Goals

### Contribution of Activities to Committee Goals

The Region 6B Goals presented in the Coordination Grant Application were stated as follows:

#### Communication

1. To share basic information about services and resources via an organized communication mechanism.
2. To communicate with appropriate government departments with regard to common concerns of the region.

#### In-Service

1. To assist in the organization and implementation of in-service sessions which will enhance the quality of ECS programs.

#### Category A

1. To improve service delivery to Category A children and their families.

#### Other

1. To develop a network of services within the region and subregions to enhance the quality of programs for young children and their families.
2. To investigate the present status of program dimensions.
3. To identify unmet needs.
4. To set new goals pertinent to identified needs.
5. To identify new resources and to acquaint subregional committees with these resources.
6. To monitor, advise, approve and account for disbursement of government funding.
7. To ensure that coordination exercises remain at an optimum level on all dimensions of ECS programs with special emphasis on the inclusion of low enrolment isolated programs.

An evaluation of the achievement of Committee Goals at the conclusion of the 1981-'82 year and the 1982-'83 year is summarized in Figure 4. The Communication goals were addressed at both the regional and sub-regional levels. Sub-regional coordinators were the key link in communications from agencies to local centres. Some of the sub-regional coordinators' contacts were established at regional meetings and workshops and some on their own initiative. Some lobbying with government bodies occurred at both the regional and sub-regional level. Communications with groups outside the region were limited. Very little attempt was made to send delegates to provincial workshops. The first goal to organize communication was high in the first year and higher in the second year with the development of the Rural Medicine Hat Committee. Communication with government departments also increased in the second year with some new contacts at the regional level and a variety of new contacts in Brooks and Rural Medicine Hat.

The In-Service goal had many activities directed toward it at both regional and sub-regional levels. In-Service was increased at the sub-regional level in the second year and decreased at the regional level.

Category A developments were extensive in the second year particularly in Rural Medicine Hat. A needs survey and workshops were conducted at the regional level.

The "development of networks goal" (Other No. 1) had been partially achieved before the evaluation began. Little change was observed over the evaluation period in growth of networks at the regional level or in the Taber or Manyberries-Foremost-Bow Island Districts. Significant growth was noted in the Brooks and Rural Medicine Hat Districts the second year.

Region 6B formally addressed the Other Goals No.'s 2, 3 & 4 at the regional level with the Special Needs Assessment Survey. However no new goals were formally set. Goals were addressed informally at the sub-regional levels as the sub-regional coordinators talked with local program participants.

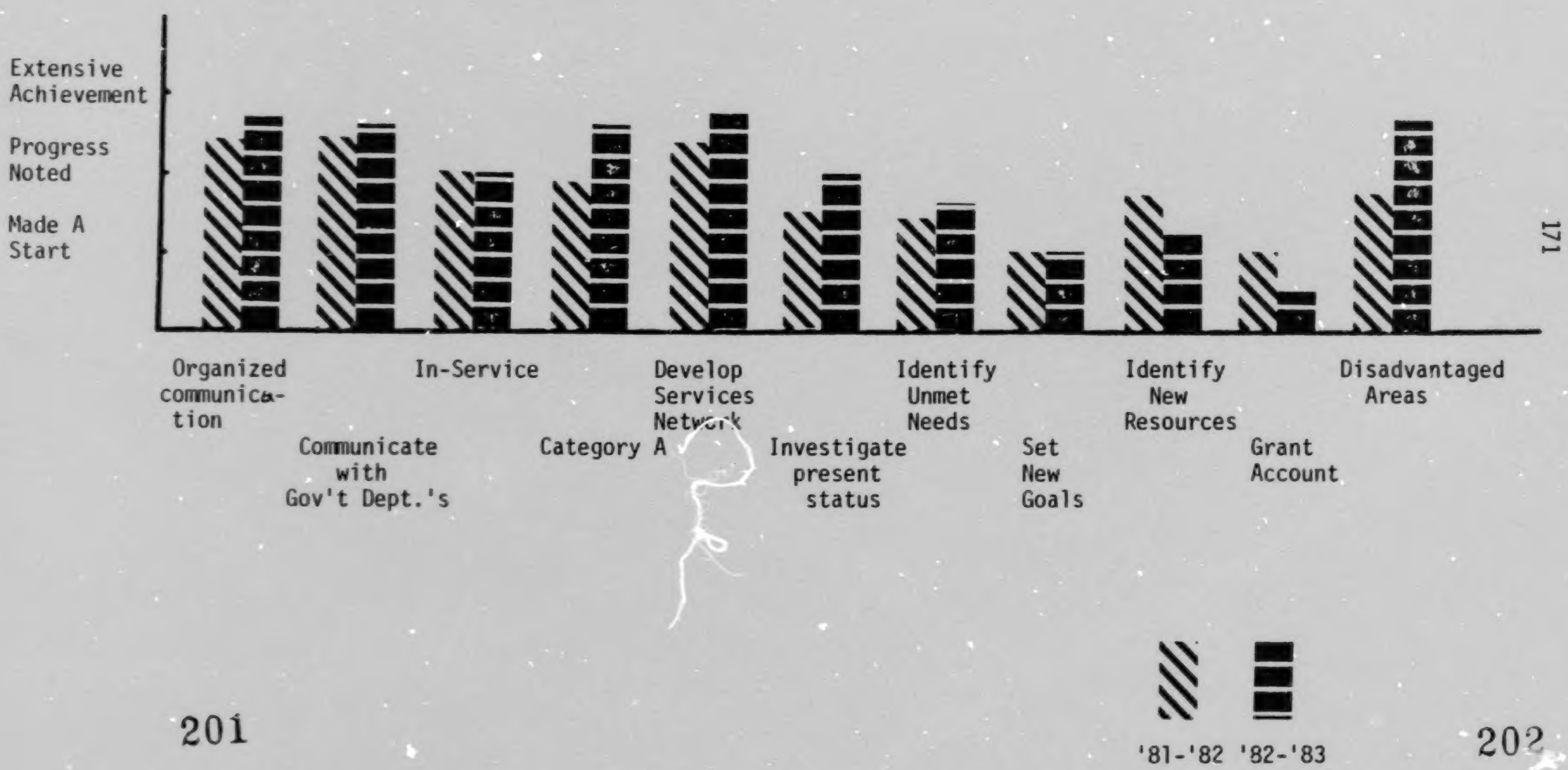
The "identification of new resources goal" (Other No. 5) was somewhat limited. Without a central coordinator, there was no key person to receive and disseminate new resource information. No time was scheduled at regional meetings for sub-regional coordinators to share new resource information. The regional committee did schedule workshops the first year and purchase films to address the goal.

Other Goal No. 6 re tracking of the Coordination Grant was addressed at length earlier in the chapter. The conclusion was that monitoring, advising, approving and accounting functions were inadequate.

Other Goal No. 7 was related mainly to the Rural Medicine Hat and Manyberries-Foremost-Bow Island Districts. Significant growth in services was noted in the Rural Medicine Hat District. Little change in services was noted in the Manyberries-Foremost-Bow Island District.

Figure 4

Summary of Region 6B Achievement of Committee Goals



## Fit Between Committee Goals and Provincial Program Goals

The Provincial Program Goals (as stated on p.41) were compared to the Coordination Goals of the Region 6B Committee.

The first Provincial Goal (to develop an effective communication network within each regional coordinating committee) is matched by the first Communication goal. The second and third Provincial goals (to develop an operational plan for coordinating programs ...with first priority on handicapped children and children in disadvantaged areas; and ...to develop and implement plans for coordinated delivery of services...) were addressed by three of Region 6B's goals when taken together i.e.

| | |
|---|---|
| Other #1 | to develop a network of services within the region and sub-regions... |
| Category A | to improve service delivery to Category A children and their families |
| Other #7 | to ensure that coordination exercises remain at an optimum level ...with special emphasis on the inclusion of low enrolment isolated programs. |

## Region 6B Committee Self-Evaluation of Goal Achievements

The committee's self-evaluation of achievement of its coordination goals report is presented in this section. Some of the goals have slightly different wording and connotation from those submitted in the Coordination Grant Proposal. Two goals were omitted (fund administration and special emphasis on low enrolment isolated areas). One goal was added (No. 6 To promote greater articulation between ECS and grade one.)

The committee report focuses to a large extent on regional activities. Many more sub-regional activities contributed to the goals than are mentioned here. Although the committee reports receiving copies of the Project Reports submitted to the consultant, this is not minuted nor is there any standard formal reporting to the committee from the coordinators at meetings. It appears that the committee's accomplishments are far greater in total than any one committee member knows.

A brief report from teachers in the region is included at the conclusion of the committee report.

1. a) *Objective:* *To share basic information about services and resources in the Region.*

   b) Supporting Activities

   (1) Appointment and work of four Sub-Regional Coordinators.

   (2) Regular agency representation on Regional Coordinating Committee: Barons-Eureka Health Unit, Medicine Hat Health Unit, Lethbridge Community College, Medicine Hat Community College, Southeast Alberta Community Resources Centre, and ACCESS.

   (3) Periodic representation on R.C.C.: University of Lethbridge, Parent Resources Unit, Children's Medical Services Program of Medicine Hat & District Hospital, Services for the Handicapped.

   (4) Promotion of Annual E.C.S. Conference, Medicine Hat.

   (5) Promotion of Annual "Under the Umbrella Conference," Lethbridge.

   (6) Coordination of activities/workshops with Region 6A.

   (7) Support of "Parenting Leadership Training Workshop," Taber, Feb/1981.

   (8) Sharing of orientation plans and procedures.

   (9) Sharing of ideas and information from other coordination regions via the Provincial Steering Committee.

   (10) Invitation to Marjorie McLeod to attend meeting of R.C.C., January/1982.

   (11) Meeting with Dr. Hastings, June/1982.

   (12) Meeting with Dr. Torgunrud, January/1983.

   (13) Media Festival, Medicine Hat, October/1981.

   (14) Support of stress in the Farm Family Workshop, Manyberries, October/1981.

   (15) Support of "Learning Centres Workshop", University of Lethbridge, December/ 1981.

   (16) Promotion of "A Night with Dave King, Minister of Education", Medicine Hat, November/1981.

   (17) Regular reports from E.C.S. Consultant re: information from E.C.S. Branch.

2. a. *Objective:* *To plan for the optimum utilization of services and resources within the Region.*

   b) Supporting Activities

   (1) The appointment and work of four Sub-Regional Coordinators.
   (2) Agency representation on R.C.C. (See list of agencies in number's 1. b) (2) and (3).
   (3) Sponsorship and support of "Finance and Business Management Workshops", Medicine Hat in September/1981 and Taber in August/1982.
   (4) Acquisition and circulation of E.C.S. - appropriate films and videotapes.
   (5) Promotion, circulation and evaluation of slidetape, "Field Experiences in E.C.S.".
   (6) Promotion and evaluation of "Dimensions of Child Development" series of videotapes.
   (7) Purchase of VTR hardware package to take advantage of ACCESS "Mix and Match Program".
   (8) Support for "Learning Experiences Workshops", Lethbridge Community College, 1982-83.
   (9) Joint sponsorship and support of 2-day Magic Circle Certification Workshop, Medicine Hat College, September/1983.

3. a) *Objective:* *To identify unmet needs.*

   b) Supporting Activities

   (1) Special needs assessment, Fall/1982.
   (2) A series of three Special Education Workshops with Jean Moore, March-May/1982.
   (3) Lobbying for and subsequent restoration of enrollment projection lists from Medicine Hat Health Unit.
   (4) Lobbying for and subsequent restoration of pre-E.C.S. screening program at Medicine Hat Health Unit.

Region 6B Committee Report (cont'd)

4. a) Objective: *To facilitate the improvement of service delivery to special needs children and their families.*

   b) Supporting Activities

      (1) Support of "Children With Special Needs Workshop", Brooks, January/1981.
      (2) Lobbying for and subsequent restoration of pre E.C.S. screening program by Medicine Hat Health Unit.
      (3) Periodic representation of Services for the Handicapped on R.C.C., Enid Alstedtar of Lethbridge and Terry Lowey of Medicine Hat.
      (4) Jean Moore workshops, March - May/1982.
      (5) Representation from Medicine Hat & District Hospital's Children's Medical Services Program, Judy Carney, March/1982.
      (6) Needs assessment for special needs children, Fall/ 1982.

5. a) Objective: *To assess the present status of service delivery.*

   b) Supporting Activities

      (1) Annual budget review/approval process.
      (2) Needs assessment for special needs children, Fall/1982.
      (3) Regular meetings of R.C.C. at which there is always opportunity to address concerns.

6. a) Objective: *To promote greater articulation between E.C.S. and Grade One.*

   b) Support Activities

      (1) Sharing and review of Discussion Paper prepared by Zone 2.
      (2) One of the items discussed at the special meeting with Dr. Torgunrud, January/1983.

7. a) *Objective:* *To plan and organize basic orientations at the sub-regional level.*

   b) Supporting Activities

      (1) The appointment and work of four Sub-Regional Coordinators.
      (2) Regular meetings involving E.C.S. Consultant and Sub-Regional Coordinators.

8. a) *Objective:* *To communicate with the appropriate level and branches of government with regard to the common needs of the Region.*

   b) Supporting Activities

      (1) Letters of concern/petitions, re: the cancellation of pre-E.C.S. screening program by Medicine Hat Health Unit.
      (2) Two nominations to provincial E.C.S. Policy Advisory Council.
      (3) Support of Calgary Community Operators, re: E.C.S. representation on Task Force on Education Financing and promoting the use of the term "ECS - 12" rather than "K - 12" in the terms of reference for that task force.
      (4) Letters of support to Medicine Hat College, re: University transfer status for early childhood courses.
      (5) A visit to the R.C.C. by Marjorie McLeod, January/1982.
      (6) Meeting with Dr. Hastings, June/1982 and Dr. Torgunrud, January/1983.
      (7) Participation in Medicine Hat Health Unit/Community Resources Centre Workshop, April/1983.
      (8) Promotion of "An Evening With Dave King", Medicine Hat, November, 1981.
      (9) Meeting with Bob Bogle, re: Rehabilitation Aides, September/1982.

9. a) *Objective: To set new goals pertinent to identified needs.*

   b) Supporting Activities

      (1) Annual review of goals, September/1981 and 1982.

10. a) *Objective: To coordinate the work of the Sub-Regional Coordinators and their committees in fulfilling all of the above terms of reference.*

   b) Supporting Activities

      (1) Regular bi-monthly meetings of the R.C.C.
      (2) Regular meetings between E.C.S. Consultant and Sub-Regional Coordinators.
      (3) Submission of Project Reports by Sub-Regional Coordinators.
      (4) Submission of activity-log annually by Sub-Regional Coordinators.

### *Re: Teacher Feedback on E.C.S. Coordination Project*

Generally speaking, the Coordination Project has had a far greater and more positive impact on rural teachers than urban teachers.

The rural teachers surveyed identified a number of specific benefits which they knowingly attributed to the Regional Coordination function. The most prominent of these benefits are outlined as follows:

1) Accessibility to workshops, etc.
2) Exchange of ideas and information among teachers.
3) Availability of video resources.
4) Improved orientation of parents.
5) Improved communication between staff and parents, e.g. sub-regional newsletters.
6) Greater awareness of community resources/complementary services.

7) Improved service delivery for special needs children.
8) Improved management of programs by LAC's.

Urban teachers were only vaguely aware of a few activities generated by the Regional Coordinating Committee. These included the Magic Circle Workshop, the Special Education Workshops conducted by Jean Moore and the ACCESS Utilization Workshop.

(End of Committee Report)

## Committee Effectiveness

Region 6B has a two-tiered committee structure. The sub-committees were not involved in the management survey. The following describes the Region 6B Coordinating Committee only.

### Communication

Out of 5 meetings held during the year, the average reported attendance of respondents was 4.3 meetings in 1982 and 4.4 in 1983.

Region 6B committee members were asked how many new people they had met on the regional committee. The responses collected at three points in the evaluation are presented in the following table. There was an increase in the number of new people met on the committee in the second year over the first year of the evaluation.

Table 55

Number of Committee Members that Region 6B ECS Representatives Knew by Name

| | Evaluation Start (n=6) | Mid-Term (n=6) | Evaluation End (n=7) |
|---|---|---|---|
| Ave. Number Known Before Joining Committee | 2.2 | 5.5 | 5.1 |
| Ave. Number Known Currently | 11.8 | 15.7 | 19.6 |

All but one ECS respondent in the two evaluation years reported meeting someone new on the regional committee that helped them in their work. The average number of helpful people associated with ECS centres that had been met by others was 3.8 (1982) and 3.1 (1983). The average number of helpful people representing service agencies that had been met by others was 2.8 (1982) and 3.6 (1983).

In 1982, of the 16 respondents 14 agreed that they had sufficient opportunity to express their opinions at meetings. One of the two remaining respondents did not answer this question, while the other replied in the negative. In 1983, seven of the eight respondents felt that they had adequate opportunity to make their opinions known.

To summarize, attendance is high in this committee. The committee provides a good opportunity to get to know people. Almost all members feel they have had opportunity to express their opinions.

## Planning and Control

There is a written statement of purpose for this committee (as in the committee's terms of reference) which emphasizes communication and planning. Assisting in the implementation of plans to improve coordination is not explicitly mentioned.

In 1982, of the 16 respondents, four did not answer the question about purpose. Of the 12 who did respond, one referred to the goals established at the outset, without restating any of them. All the others mentioned information sharing. Most also mentioned planning for optimum utilization of services and resources, and sub-regional coordination. A few mentioned assessing the present status of service delivery. identifying unmet needs, and setting new goals. Fewer still mentioned facilitating improvement of services to special needs children, providing basic orientations and expressing common needs to the government. No respondents mentioned specifically the promoting of greater articulation between ECS and Grade One.

In 1983, six of the eight respondents mentioned information-sharing and planning for optimum utilization of services and resources. Only a few mentioned coordinating the work of sub-regional committees. No one mentioned assessing the present status of service delivery and setting new goals, improving services delivery to special needs children or greater articulation between ECS and Grade 1. Two mentioned providing opportunity for interchange with the ECS consultant. In 1983, the one agency respondent who attends meetings mentioned planning for optimum utilization of services and resources, and assessing needs and meeting them.

It was reported by the chairman that at the first and last meetings of the year, an informal planning, brainstorming session is held. Highlights are recorded in the minutes for future reference. Activities are reviewed on an ongoing basis, at regular meetings of the committee.

There is no formal link between the budget planning and the long-term planning processes; however, the budget committee which proposes an annual budget is involved in the formulation of goals. The budget sub-committee prepares the draft budget in the period November through January. Then the Coordinating Committee receives, reviews and approves it. A treasurer's statement is presented at every meeting to facilitate a bi-monthly review of the budget.

To summarize, members of this committee have a limited understanding of the stated purpose of the committee, often omitting mention of the planning role and the delivery of service to children with special needs. The link between planning and budgeting is rather weak.

## Organization of Work

Committee meetings are held bi-monthly. The agenda and associated materials are prepared and distributed in advance. Meeting procedure is determined by the chairperson. Minutes are taken at every meeting and used for future reference. Three of the executive positions were filled by individuals holding full-time salaried positions.

Of the 16 respondents in 1982, eight had participated in a working committee. All but one of these eight agreed that they understood the tasks and reported regularly to the committee. Two sub-committees were used in the second year of the study: the Financial Sub-committee and the Needs Assessment Sub-committee.

There are written position descriptions for the coordinators in the regional sub-committees.

To summarize, the work of this committee is fairly well organized.

## Development of Human Resources

This committee has no written statement of duties and responsibilities for members. A greater problem is presented by the fact that the membership is undefined and includes open representation from the sub-committees and various agency representatives. No file of members' skills, backgrounds and interests is kept. Given the open membership of the committee, it would be a difficult task.

Only two or three new members appear each year, providing strong continuity. There is no orientation plan; however, new members are invited to meetings before they take up their committee responsibilities.

To summarize, this committee could do much to promote development of its human resources.

## Level of Coordination Assessment

The Region 6B Committee had established itself as a coordinating committee with some sub-regional coordination before the Coordination Grant period. The Coordination Grant provided modest honoraria for the sub-regional coordinators and some funds for new coordination projects and travel. There was extensive coordination activity at the sub-regional level, most of it at little or no cost.

The regional committee served as a link between sub-regions and service agencies through bi-monthly meetings. Membership on the regional committee was open. Many service agency representatives attended the meetings as well as the sub-regional coordinators and a few operators and local ECS representatives. Coordination activities were centred in the sub-regions (although the regional committee organized a few projects) and carried out largely by the sub-regional coordinators. The sub-regional groups met relatively infrequently. The structure is not an easy one to make functional.

Involvement with service agencies increased to a high level in two of the four sub-regions the second year of the evaluation. Many agencies reported satisfactory interaction with the coordinating committee and a few had observed positive changes in coordination of services for ECS over the past two years.

In terms of the Provincial Goals for the development and implementation of a comprehensive plan for coordinating programs and services, the committee has taken an initial step. The decision was made to coordinate programs and services within four sub-regions and to hire four sub-regional coordinators to be responsible for coordination.

## Summary

The Region 6B Committee is fairly large. At the regional level, it is made up of agency representatives, four sub-regional coordinators and some of the ECS operators from the sub-regions. Sub-regional committees and coordination activities are organized by the sub-regional coordinators. The Coordination Grant was administered at the regional level with sub-regions submitting expenses. Approximately half the Coordination Grant was assigned to honoraria for the coordinators and a significant proportion of the remainder to travel expenses. Some difficulties in handling Coordination Grant funds were encountered.

Regional and sub-regional committees in the 6B Region put their emphasis on parent and staff programs. Sub-regional committees are given autonomy to develop their own programs tailored to their sub-region. The sub-regional coordinators play key roles within each sub-region. Without their contribution, sub-regional committees would accomplish comparatively little.

The regional committee limits its endeavours to a few activities. Without any paid assistance to that committee there is no-one with the time available to accomplish the many tasks most coordinating committee activities entail. The regional committee sees the accomplishment of its purposes chiefly through the activities generated at the sub-regional level.

New activities to which the regional committee contributed major efforts in 1981-'82 included:

ACCESS Utilization
Purchase of Films
Workshop on Good Business Procedures
Media Festivals
Special Education Workshops
Sub-regional Coordinating Committees

In terms of clientele directly receiving programs, children were the direct recipients of three activities, parents, of fourteen activities, and teachers, of twelve activities.

The second year of the evaluation, the regional level committee had fewer activities than the first year. They sponsored no workshops although they began plans to cosponsor a workshop for the following year. At the sub-regional level, Brooks and Rural Medicine Hat expanded into far more activities the second year, Taber continued at a high level of activity and Manyberries-Foremost-Bow Island, at a low level.

Activities with direct impact on children were increased in the second evaluation year, particularly in the Brooks District. Parent and Teacher activities were continued at about the same equal level as the previous year and occupied the majority of committee efforts.

Interactions with service agencies occurred at both the regional and sub-regional levels. Some of the contacts were ongoing; many were once-a-year contacts for field trips or information. Extensive growth in agency contacts developed the second year of the evaluation in two sub-regions.

The highest percentage of parents noting an increase in services, improved services and better publicity for ECS aged children and/or their parents was in the Rural Medicine Hat region.

Extensive achievement of committee goals was noted in the areas of organized communication, communication with government departments, Category A services, development of a services network and attention to disadvantaged areas.

In terms of committee effectiveness communication in this committee is open and the committee's work is fairly well organized. In the areas of planning and control and development of human resources, there is room for improvement. Members have an incomplete understanding of committee purpose and their contribution to the work of the committee is probably limited because of this and the absence of a role definition.

It was concluded that although considerable coordination activity was in place at the beginning of the Coordination Grant period, significant coordination activity developed during the Grant period, much of it attributable to the Grant.

# VI

# CASE E: WEST CENTRAL COORDINATING COMMITTEE

## Introduction

In this chapter, details of the operation of the West Central Coordinating Committee are presented and analyzed. A summary of the data received regarding West Central Coordinating Committee and the rates of return are presented in Table 56. In addition, minutes of all general meetings during the evaluation period were received.

Table 56

Summary of West Central Data

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Fall 1981 | ECS Centre Profiles | 16 | 11 | 68.8% |
| Fall 1981 | Status Reports from Committee Members | 16 | 13 | 81.3 |
| Fall 1981 | Coordination of Complementary Programs | 1 | 1 | 100.0 |
| Fall 1981 | Details of Expenditures 1980-'81 | 1 | 1 | 100.0 |
| Fall 1981 | Agency Reports | 4 | 4 | 100.0 |
| 1981-'82 | Project Reports | -- | 11 | -- |
| Spring 1982 | Report from Coordinating Committee Members | 25 | 17 | 68.0 |
| Spring 1982 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Fall 1982 | Details of Expenditures 1981-'82 | 1 | 1 | 100.0 |
| Spring 1983 | Report from ECS Committee Representatives | 17 | 14 | 82.4 |
| Spring 1983 | Agency Reports | 9 | 7 | 77.8 |
| Spring 1983 | Parent Perceptions | 24 | 15 | 62.5 |
| 1982-'83 | Project Reports | -- | 15 | -- |

Table 56 (cont'd)

| Date | Response Form | Number Distributed | Number Returned | Rate of Response |
|---|---|---|---|---|
| Spring 1983 | Management Questions for the Chairperson | 1 | 1 | 100.0 |
| Spring 1983 | Overview of Committee Project Development | 1 | 1 | 100.0 |
| Spring 1983 | Details of Expenditures 1982-'83 | 1 | 1 | 100.0 |
| Spring 1983 | Committee Self-Evaluation Report | -- | 1 | -- |

## Committee Background

The West Central Early Childhood Coordinating Council was incorporated as a legal society in August, 1979. The membership is made up of private operators with the exception of one school board operator.

As of September, 1981, there were 16 operators represented on the West Central Committee. By September, 1982, membership had changed to 13 operators (three had joined together and one small centre had closed).

Of the 17 people who responded to the mid-term questionnaire (June, 1982), 10 had been committee members longer than one year. At the final evaluation 12 out of 14 respondents had been members longer than one year.

The Committee met eight times a year with meetings on a monthly basis except for holiday months. The executive met before each general meeting.

Meeting sites were rotated. Members travelled from as far west as Nordegg, as far north as Bentley, as far east as Innisfail and as far south as Bowden. The average driving distance one-way to attend meetings was 53 kilometres.

## Coordination Projects and Activities

### Background

Each major committee project was the responsibility of one of the directors. The directors called meetings to administer the projects and worked with the administrative coordinator to see that projects were progressing according to the committee's intentions.

The Committee hired an Administrative Coordinator at the commencement of the Coordination Grant, a Special Needs Coordinator half way through the Grant period and a Media Organizer for the third year of the project. This last position was an expansion of the previous duties of the filmstrip library assistant to include the parent lending library and audio-visual equipment and tapes.

### Development of Operational Plans

The conceptual framework used to collect information on planning for projects was explained on p. 11. The stage of development for each of West Central's projects as of September 1981 is reported below.

| Stage | Project |
|---|---|
| Idea | - - - |
| Discussion | - - - |
| Trial Run | - - - |
| Implementation | Calendar<br>AV Equipment<br>Movement Education Equipment |
| Evaluation | Hiring a Coordinator |
| Modification | Nutrition |
| Rerun | Resource Library<br>Filmstrip Library<br>Orientation |

The process that each activity had progressed through to arrive at its current stage was examined. All activities began with the Idea stage, progressed to the Discussion stage and then to the Implementation stage. Trial Runs were not used. Those projects that were further developed followed the Implementation of the project with an Evaluation and then a Modification of the project based on the evaluation results.

At the conclusion of the evaluation, the committee described the successive stages of development of five typical projects. They had used an Evaluation stage as a basis for Modifying three projects. One project involving a workshop for aides to be given by an outside agency did not materialize as planned. However the need remained and the committee found an alternate course of action that partially satisfied what they wanted to accomplish. They labelled this exploratory stage "branching out." A Trial Run stage was being used in the development of a slide-tape presentation to promote the committee.

## Overview of Projects

Activities and projects reported by the West Central Committee for the 1981-'82 and 1982-'83 years are listed below according to type.

### Workshops

A. Organized by Regional Committee

2 years - May Orientation

B. With Regional Committee Involvement

'81-'82 - Indoor Play Spaces Workshop
Special Needs Area Integration Workshop
District Teachers Workshop on the Handicapped
'82-'83 - Everybody Counts

C. Delegates Sent

'81-'82 - Berton White Workshop
Summer Playground Workshop (discussion only)
'82-'83 - Advisory Councils - Keeping Them Active

Financial Support

'81-'82 - Cost of Training Aides on STIPP Program with University
of Alberta Staff (discussion only)
Subsidy to Festival of the Arts Innisfail

Petitions - Lobbying

'81-'82 - Special Needs Petition
Petition re Need for Additional ECS Consultant

Other Projects

2 years - Movement Education
Video Awareness (ACCESS)
Nutrition
Performing Arts
Filmstrip Lending Library including Part-time Staff
Slide/Tape Presentation
Calendar
Special Needs Coordinator
'81-'82 - Parent Book Library
Parent Filmstrip Library (discussion only)
'82-'83 - Logo Contest
Newsletter
Project Report Booklet
Special Needs Research Project

For a brief description of each project/activity, refer to Appendix E.

## Pre-Grant and Grant Projects

Two of the projects listed had been underway before receipt of the Coordination Grant: the Parent Book Library (begun with Parent Resource Units funds) and the May Orientation (presented by the ECS Consultant).

## How Grant Funds Were Spent

Reports on expenditure of coordinat-on funds were received from one treasurer throughout the study as follows:

| | '80-'81 | '81-'82 | '82-'83 |
|---|---|---|---|
| Grant Money Received | $16,100. | $18,400. | $16,400. |
| Grant Allocations | | | |
| Administrative Coordinator | 3,009. | 5,567. | 4,846. |
| Special Needs Coordinator | --- | 900. | 3,821. |
| Coordination Meetings | 237. | 461. | 826. |
| Coordination Projects | 3,297. | 7,876. | 11,535. |
| Other | 23. | 1,001. | 736. |
| Total | $6,566. | $15,805. | $21,764. |

## Summary - Grant Period

Total Received $50,900.

Total Disbursed $44,135.

A breakdown of project costs for the last two years of the coordination grant follows:

| | 1981-'82 | 1982-'83 |
|---|---|---|
| Project Costs | | |
| Professional Fees | $1,700. | $2,640. |
| Honoraria | 240. | --- |
| Research Assistant | --- | 1,334. |
| Media Organizer | --- | 693. |
| Technical Services | --- | 135. |
| Xeroxing | 100. | 135. |
| Supplies & Materials | 5,536. | 5,143. |
| Postage | --- | 11. |
| Telephone | --- | 83. |
| Travel | 158. | 1,241. |
| Subsistence | 211. | --- |
| Room Rental | 1,443. | 275. |
| Delegates to Workshops | 174. | 205. |
| Advertising | --- | 435. |
| Miscellaneous | 20. | 25. |
| Total | $9,582. | $12,355. |
| Project Income | $1,706. | $ 820. |
| Net Costs | $7,876. | $11,535. |

## Process of Initiation of Projects

Ideas for projects were attributed to local ECS coordinators, the Needs Assessment Survey at the beginning of the project, the Administrative Coordinator, the ECS Consultant, a Health Unit Director and a University of Alberta professor. Local coordinators took their ideas to general meetings, the Committee Coordinator to the Executive and the Health Unit Director to the appropriate sub-committee.

The planning time for a number of projects ranged from 6 to 11 months. Others had a shorter planning time. The duration of projects from first discussion to completion ranged from 1 to 17 months. The longer projects included the Movement Education Project, the Filmstrip Lending Library, the Video Awareness Project and the Nutrition Project.

## Administrative Coordinator's Position

The West Central Committee developed a job description for the position of Administrative Coordinator. The part-time position was filled in the 1980-'81 year by an individual with previous teaching experience.

The Coordinator is responsible to the Executive. Areas of responsibility include liaison between the Executive and the local coordinators, liaison between the Executive and support agencies, assisting in the development and implementation of projects and providing leadership at information sessions and inservice workshops. The coordinator works from an office in her home.

In terms of relative costs, the West Central Committee spent more coordination grant money on coordination projects than they did on costs associated with the position of administrative coordinator.

| | 1980-81 | 1981-82 | 1982-83 |
|---|---|---|---|
| Salary | $2,714. | $5,097. | $4,363. |
| Employee Benefits | 192. | 332. | 352. |
| Travel | --- | 138. | 130. |
| Subsistence | 103. | | |
| Total | $3,009. | $5,567. | $4,845. |

The Coordinator's log of activities indicated her time was spent as follows:

| | | |
|---|---|---|
| Coordination Projects: | implementation<br>evaluation<br>monitoring | 25% |
| Communications: | correspondence<br>telephoning<br>updates<br>newsletters etc. | 21% |

| | | |
|---|---|---|
| Meetings: | general<br>executive | 17% |
| Workshops: | organizer<br>resource person<br>participant | 14% |
| Sub-committee work | | 10% |
| Miscellaneous | | 13% |

The Administrative Coordinator logged her activities according to hours per month in each of the above categories over the second year of the evaluation. Her average time spent per month was 39 hours with one month's holidays. She was remunerated at the rate of $396.00 per month the second year of the evaluation or $10.15 per hour.

Some of the activities reported by the West Central Committee were carried out largely or completely by the Administrative Coordinator. A sampling of these activities, along with the Coordinator's role are presented below.

| Activities | Coordinator's Role |
|---|---|
| Movement Education | Ordered equipment and scheduled its use and transfer from centre to centre |
| Video Awareness | Ordered equipment and tapes and scheduled its use and transfer from centre to centre |
| Nutrition Project | Approved local proposals and distributed funds. |
| Performing Arts | Contacted performers, scheduled events and applied to Alberta Culture for grant. |

| Activities | Coordinator's Role |
|---|---|
| Slide Presentation to Promote West Central | Supervised each stage of project |
| Calendar | Coordinated the project in conjunction with the ECS Consultant |

Clientele Served by Activities

Of the 16 centres with membership in the West Central Committee as of September, 1981, 12 reported details of their local programs. There were 504 children registered in 11 of the centres; one centre did not report its enrolment. The Early Childhood Services of Innisfail Centre accounted for 155 of the children.

Projects and activities directly impacting the children included:

Movement Education
Video Awareness (ACCESS)
Coordinator Employed to Work with Special Needs Children
Follow-up Nutrition Project
Performing Arts Project
Filmstrip Lending Library
Subsidy for Travel to Festival of the Arts Innisfail
Special Needs Research Project

All of these activities were initiated during the grant period.

Projects and activities (outside of West Central meetings) directly impacting parents included:

May Orientation
Parent Book Library
Slide Presentation to promote West Central ECS
Indoor Play Spaces Workshop
Special Needs Petition
Delegate to Berton White Workshop
Everybody Counts Workshop
Newsletter
Project Report Booklets

All but the first two of the above activities were initiated during the grant period. In addition to the above, each centre received the yearly West Central Calendar for use as a planning guide.

Projects and activities directly impacting the teaching staff included:

Indoor Play Spaces Workshop
Video Awareness
Movement Education
Everybody Counts Workshop
Newsletter

All of the above projects involving teachers were initiated during the period of the Coordination Grant.

## Operator Involvement in Activities

At the beginning of the evaluation period individual committee members were asked to enumerate actions taken by the Committee by September, 1981 that helped operators and/or agencies increase complementary ECS services. The form provided space for three responses. Of the 13 respondents, six were new to the committee and three of those identified no projects. All ongoing members were able to list projects.

Three activities were mentioned most often: the Nutrition Project, the Movement Education Equipment Project, and the Handicapped Workshop. The Filmstrip Library and the Calendar were noted second most frequently.

At the end of each of the two evaluation years West Central Committee members were asked to report their involvement with Committee activities. All projects and activities were listed and members were asked if they helped plan the activity, attended the event or used developed materials or took part in communications (interpreted as "participating") or if they had no involvement with the activity. They were also asked if the activity helped in their ECS work. The responses are presented in Tables 57 and 58.

The activities that helped at least 80 percent of the 1981-'82 respondents in their ECS work included the May Orientation, Movement Education, Video Awareness, Nutrition, Performing Arts and the monthly Calendar. Projects that did not progress beyond the discussion stage that year included the Parent Film Library and the STIPP Program for Special Needs Aides. In the 1982-'83 year the Performing Arts Project, Calendar and Project Report Booklet helped over 80 percent of respondents in their ECS work.

Table 57

ECS Representatives' Involvement in 1981-'82 West Central Activities (n=10)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Workshops with Committee Involvement | | | | |
| Indoor Play Spaces | 0 | 0 | 7 | 6 |
| May Orientation | 0 | 1 | 8 | 10 |
| Delegates to Workshops | | | | |
| Berton White | 3 | 0 | 4 | 3 |
| Summer Playground | 0 | 0 | 1 | 1 |
| Financial Support | | | | |
| STIPP Program | 3 | 0 | 2 | 3 |
| Innisfail Arts Festival | 1 | 2 | 6 | 7 |
| Petitions - Lobbying | | | | |
| Special Needs | 1 | 2 | 6 | 7 |
| Additional Consultant | 1 | 3 | 5 | 5 |
| Other Projects | | | | |
| Movement Education | 1 | 1 | 8 | 10 |
| Video Awareness (ACCESS) | 1 | 0 | 9 | 10 |
| Special Needs Coordinator | 3 | 2 | 3 | 4 |
| Nutrition | 0 | 1 | 8 | 9 |
| Performing Arts | 0 | 2 | 6 | 10 |
| Parent Book Library | 1 | 1 | 8 | 6 |

Table 57 (cont'd)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Other Projects | | | | |
| Filmstrip Library | 1 | 3 | 4 | 6 |
| Parent Filmstrip Library | 1 | 0 | 4 | 3 |
| Slide Promotion | 3 | 2 | 5 | 8 |
| Calendar | 1 | 1 | 6 | 9 |

Table 58

ECS Representatives' Involvement in 1982-'83 West Central Activities (n=14)

| Activities | Planning | Planning & Participating | Participating | Activity Helped ECS Work |
|---|---|---|---|---|
| Workshops with Committee Involvement | | | | |
| Everybody Counts | 0 | 1 | 8 | 10 |
| Other Projects | | | | |
| Movement Education | 0 | 2 | 10 | 7 |
| Video in the ECS Centre | 3 | 1 | 5 | 7 |
| Nutrition | 0 | 2 | 9 | 10 |
| Performing Arts | 0 | 4 | 8 | 11 |
| Filmstrip Lending Library | 1 | 1 | 7 | 9 |
| Slide/Tape Presentation | 1 | 4 | 1 | 3 |
| Calendar | 0 | 1 | 11 | 11 |
| Logo Contest | 2 | 1 | 6 | 1 |
| Newsletter | 0 | 2 | 8 | 10 |
| Project Report Booklet | 0 | 1 | 7 | 11 |
| Special Needs Research Project | 2 | 0 | 7 | 6 |

Priority given to West Central Coordinating Committee work by individual members was assessed at three points in the evaluation. With this committee there was no clear connection between the level of priority given to committee work by old versus new members. (See Table 59).

Table 59

Priority Given to West Central Committee Work

| Priority | Old Members | New Members |
|---|---|---|
| | Evaluation Start | |
| Top | 1 | 0 |
| High | 3 | 4 |
| Fairly High | 3 | 1 |
| Fairly Low | 0 | 0 |
| Low | 0 | 1 |
| | Evaluation Mid-Term | |
| Top | 4 | 1 |
| High | 2 | 0 |
| Fairly High | 0 | 0 |
| Fairly Low | 0 | 2 |
| No Answer | 0 | 1 |
| | Evaluation End | |
| Top | 7 | 1 |
| High | 3 | 1 |
| Fairly High | 2 | 0 |

## Agency Involvement in Activities

Included on the Project Report forms was an indication of the agencies involved in the various projects. A summary of agencies involved with West Central activities and projects in the two years of the evaluation is presented in Tables 60 and 61. In the second year there was more multiple use of agencies and slightly fewer agencies overall. There was very little change in the agencies involved in West Central activities from one year to the next.

Table 60

Agency Involvement with West Central Committee Activities in 1981-'82

| Activity | Red Deer Health Unit | Parent Resource Unit | Alberta Parks & Recreation | Alberta Education | ACCESS | District Home Economist | Alberta Culture | Red Deer & District Teachers Assoc. | Services for the Handicapped | Red Deer College | U of A Ed. Psych. Dept. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Speech Pathology Petition | X | | | | | | | | | | |
| ECS Orientation | | X | | | | | | | | | |
| Filmstrip Lending Library | | X | | | | | | | | | |
| Movement Education | | | X | X | | | | | | | |
| Video Awareness | | | | | X | | | | | | |
| Nutrition Awareness | | | | | | X | | | | | |
| Performing Arts | | | | | | | X | | | | |
| Workshop "Everybody Counts" | | | | | | | | X | X | X | |
| Workshop by J. Kysela | | | | | | | | | | | X |

Table 61

Agency Involvement with West Central Committee Activities in 1982-'83

| Activity | Red Deer College | District Home Economist | Red Deer Health Unit | ACCESS | Alberta Education | ECS Consultant | University of Alberta | Social Services & Community Health |
|---|---|---|---|---|---|---|---|---|
| Movement Education | X | | | | | | | |
| Nutrition Awareness | | X | X | | | | | |
| Slide Tape Orientation | | | | X | X | | | |
| Date Calendar | | | | | X | X | | |
| Special Needs Research | | | | | | | X | |
| Special Needs Workshop | X | | X | | | | | X |
| Orientation | | | | | | X | | |

Of the four agency representatives who described their ECS-related services at the beginning of the evaluation period, two thought their service was operating at an optimum level (Alberta Parks and Recreation, District Home Economist) and two indicated some change they would prefer to see.

| Agency | Desired Change |
|---|---|
| ACCESS | Playback equipment purchase for radio and television programming |
| Parent Resource Unit | More than one consultant for Zone 4 |

A follow-up of agencies at the conclusion of the study yielded responses from 7 out of the 9 contacted. Six of these reported that their agency's interaction with the West Central committee was satisfactory (Alberta Consumer and Corporate Affairs), Alberta Parks and Recreation, Alberta Social Services and Community Health re Special Needs Children, Kevin Sirois Fitness Centre at Red Deer College, ACCESS and one anonymous respondent). The Red Deer Health Unit recommended at least one joint meeting per year or else that telephone contact be maintained.

Changes in coordination of services for ECS in the West Central area during the Coordination Grant period were observed by three respondents. The observations are summarized in Table 62.

Table 62

Changes Observed by West Central Agencies

| Agency | Changes Observed Over Past Two Years |
|---|---|
| Red Deer Health Unit | Improvements in Rocky Mountain House area coordination since they changed to one coordinator for the area. |
| ACCESS | Interaction is now channelled through the ECS Consultant resulting in a more efficient useof time. |
| Social Services and Community Health - Special Needs Children | "The West Central group has effective communication channels that are well utilized. They are responsive to requests for service and information. They are exemplary of coordinated service provision." |

## Parent Perceptions of Coordination

Of the parent surveys delivered to parents in the West Central Region at the conclusion of the evaluation, 63 percent (15 out of 24) were returned. The responses are considered fairly representative of parents with children in ECS in the West Central Region.

Parent ratings on improvement of services over the past three years for children aged 4½ to 5½ and/or parents are summarized in Table 63. Of those who reported "More Services" six explained that they were referring to equipment, field trips, community and parental involvement or nutrition and performing arts programs. Four referred to new ECS programs in their area.

Of those parents who reported "Improved Services," one was referring to Performing Arts, one, to Special Needs workshops, one, to classroom facilities, one, to field trips, one, to playground equipment and summer programs, and one to "more coordinated community groups that are more inclined to give of themselves on an ECS level."

Table 63
West Central Parent Ratings of Services (n=15)

| | More Services | Improved Services | Better Publicity |
|---|---|---|---|
| Yes | 12 | 11 | 11 |
| No | 1 | 1 | 1 |
| Don't Know | 2 | 1 | 2 |
| No Answer | 0 | 2 | 1 |

Of those who reported "Better Publicity for Services," three referred to newspaper coverage, two referred to newsletters and one, to publicity given to anyone volunteering services to ECS. One parent reported that advertising and news articles had led to more interest and a larger enrolment for the next year. One parent who indicated there had *not* been better publicity requested "more information for parents so they know what to expect of an ECS program - perhaps through the Public Health Unit."

All parent respondents indicated that they knew where to get information about community services for the family.

Three parents reported special needs that were not being met. One requested programs for gifted children; one reported knowledge of a problem coordinating the transition of a special needs child from ECS to grade one; one parent noted that despite growth in cultural aspects, there was still need for further growth.

Five parents reported that their local ECS organization had assisted their family in meeting special needs. Three of these had complements for ECS, however they did not refer to special needs. One parent explained that social needs had been met through the ECS program. One parent reported that their coordinator had recommended them to a psychologist concerning their daughter.

In terms of services that are not available, one parent reported that their playgrounds needed to be upgraded. One parent reported living in a small community where services were generally lacking. None of the parent respondents noted any difficulty tracking down services they had heard about.

Given the opportunity to write general comments about the coordination of services for ECS-aged children in the area, eight parents praised their local programs. One parent requested help in explaining the ECS philosophy to all parents. One parent described the need in rural areas for small cooperative playschools for children before they enter ECS so that the young children can play together. The request was for knowledge not funds since the parent thought such a venture could be kept small and individual playschools held in homes.

## Fulfillment of Goals

### Contribution of Activities to Committee Goals

The West Central Committee Goals presented in the Coordination Grant Application were stated as follows:

#### Communication

1. To facilitate and improve communication between local programs, local and regional resources and the ECS and PRU Consultants.

#### In-Service

1. To provide in-service workshops for all groups on West Central initiated projects (e.g. nutrition project workshops for snack coordinator and parent awareness sessions).
2. To sponsor parents to attend regionally organized conferences and workshops with the condition that they report back to West Central.

#### Category A

1. To share information and utilize limited resources to improve Category A programs.
2. To plan more relevant workshops for staff and parents.

#### Other

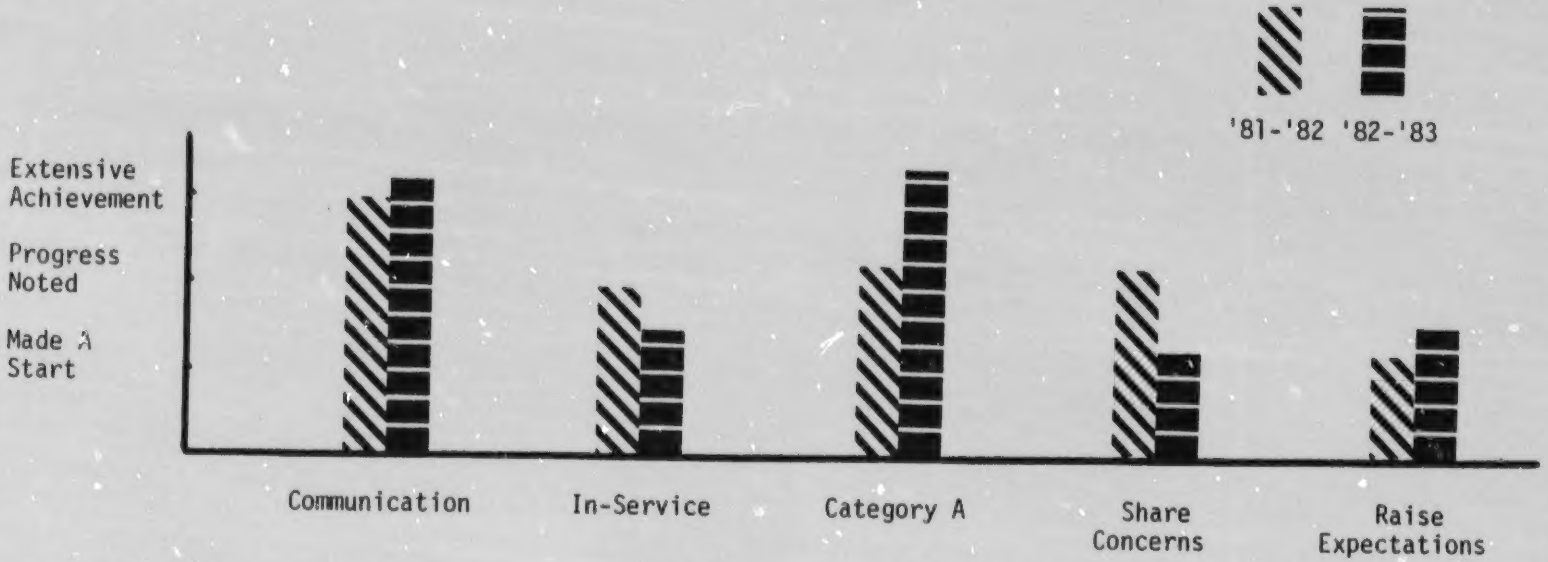
1. To be a focus for shared concerns (of program members) and an instrument for voicing these concerns.
2. Long-term goal: To raise parental expectations by discussing and sharing new educational ideas (not available through PRU Library and filmstrips).

A comparison of each activity and project to the Committee goals was made at the end of each evaluation year. (See Figure 5.) Most of the projects contributed to the Communication goal. Communication was increased the second year with the Newsletter. The In-Service goal to provide workshops on new projects was met. The second In-Service goal, "To sponsor parents to regional conferences..." received rather sparse attention. The goal itself was limiting in that it excluded provincial conferences -- and no delegates attended them.

The Category A goals received extensive attention with lobbying, hiring of a Special Needs Coordinator, the U. of A. research project and involvement with three workshops. Much of this development was in the second year.

The "Other" goals were general in nature and difficult to assess. The first, "To be a focus for shared concerns..." was addressed by the lobbying efforts the first year and by discussions at general meetings. The long-term goal, "To raise parental expectations..." was contributed to by the Newsletter and the Project Report Booklet. The latter included descriptions of all current projects and recent evaluations. The slide-tape presentation (still being revised) will also contribute to the goal.

Figure 5
Summary of West Central
Achievement of Committee Goals



## Fit Between Committee Goals and Provincial Program Goals

The Provincial Program Goals (as stated on p. 41) were compared to the Coordination Goals of the West Central Committee.

The first Provincial Goal (to develop an effective communication network within each regional coordinating committee) is matched by West Central's Communication Goal. The second Provincial Goal (to develop an operational plan...with first priority being on handicapped children and those children living in disadvantaged areas) is addressed by West Central's Category A Goal. The third Provincial Goal (...to develop and implement coordinated delivery of complementary services...) is addressed by West Central's Communication and In-service Goals.

The West Central goals do not include explicit reference to comprehensive planning or implementation of plans for coordinated services. The committee does have parts of such a plan in place (in-service workshops to introduce coordination projects, Project Report Booklet, interacting with agencies through the appropriate sub-committee rather than the general committee) and could develop one comprehensive plan.

## West Central Committee Self-Evaluation of Goal Achievements

The West Central Alberta Early Childhood Coordinating Committee examined each of the coordination objectives listed at the beginning of the project at their meeting in Caroline, June 20, 1983 and developed the following report reproduced in its entirety.

### Communication

Many of our projects have been centred in this area-calendar, project booklets, newsletter, logo, and slide/tape presentation dealt with communication. These were supplemented by monthly minutes and agendas. The Administrative Coordinator has provided liaison and continuity at the local and regional level. Close contact has been maintained among local groups and the coordinating committee. We have become familiar with many agency representatives who see the contact as a "two-way street" - not only do they assist us, but they feel able to call on us to assist them e.g. Dr. Kysela, U of A, Dr. McLeod, ECS, Wayne Doan, Social Services, have requested our help. We feel we have been very successful in this area.

## West Central Committee Report (cont'd)

### In Service

We attempted to provide in service workshops for each project (where appropriate) eg. nutrition, video, movement education, special needs. Our staff link with Red Deer & District Teacher's Association for teacher development training, and we encourage our members to take advantage of any opportunities to further their own education being offered in the area eg. computer workshop. We have sponsored attendance at the 'Close Encounters of the Parenting Kind', Berton White, and Advisory Councils workshops, and members and parents who attended these shared their experiences with us at the following West Central meeting.

### Category A - Special Needs

This area, an ECS priority, developed to such an extent that we hired a special needs coordinator to assist in all aspects of this field. The 'Everybody Counts' handicapped awareness workshop has been offered for two years, and the kits of materials used at this workshop made available to local groups to conduct their own awareness sessions. A lack of speech therapy services led us to investigate the hiring of someone to conduct speech/hearing tests in the area, but this was not supported by the local health unit. Instead we documented our efforts and submitted a petition requesting increased services in this area to the ministers and agencies involved. We attempted to bring the S.T.I.P.P. program for special needs aides to the Red Deer College; when this was not possible I.P.P. workshops were arranged by Social Services and the West Central Special Needs and Administrative Coordinators assisted as group leaders. We funded the research assistant for Dr. Kysela's project and the three of our centres who were involved with this project were very enthusiastic about it. Our representative meets with the Interagency Committee on Services Available for Handicapped Children, and we attempt to keep in touch with any developments in services available in Central Alberta. Case conferences were first tried out in the West Central area and have now been extended to the whole of central Alberta. We feel we have made great strides in our special needs involvement.

## Other

All our projects arose from needs and concerns expressed by group members. We have been a focus for these concerns - eg. Speech/Language Petition - speech therapy services were offered in Rocky Mountain House for the first time, Red Deer Health Unit hired an additional speech therapist, the Health Unit now conducts training sessions in speech disorder assistance for ECS aides. We made a presentation dealing with the need for early intervention in learning disabilities, to the government task force on Services for the Learning Disabled. Our member, Mrs. Vivian McFarlane, is the parent representative on the ECS Policy Advisory Committee.

Since the loss of the Parent Unit representative, we have felt a lack of professional support in this area. Our meetings used to be half business, half parent oriented but increasing business since receiving the grant money combined with the loss of a professional advisor has led to them becoming all business. We have attempted to compensate for this with nutrition workshops, parent oriented video programs etc. at the local level. We did arrange Consumer Education workshops on toy buying, and TV Advertising before Christmas, but these were cancelled due to the sudden illness of the speaker, and since they were seasonal, they were not rescheduled.

We are working with the local Association for Bright Children in an attempt to arrange a fall workshop for parents of such children. We are also hoping to bring Dr. Gloria Gregg, the speaker from the Advisory Councils workshop to the central Alberta area. We will be attending the meeting of the Association of Human Services in Alberta, June 29, to express our views on support services for parents in the area. We also plan to update our parent library and add parent oriented video tapes. This area is now developing as one in need of our attention in the coming year.

(End of Committee Report)

## Committee Effectiveness

### Communication

In 1982, of 8 meetings held the average attendance was 6.8. In 1983, the average attendance was 6.4 out of 8.

West Central Committee members were asked at the beginning, middle and end of the evaluation period how many new people they had met on the committee. The results follow in Table 64. The number of people met on the committee increased from the beginning to the end of the evaluation. However there were a higher percentage of older members the second year of the evaluation and they might be expected to meet more people over time.

Table 64
Number of Members that West Central ECS Representatives
Know by Name

| | Evaluation Start (n=11) | Mid-Term (n=10) | Evaluation End (n=14) |
|---|---|---|---|
| Ave. Number Known Before Joining Committee | 1.0 | 1.9 | .3 |
| Ave. Number Known Currently | 6.8 | 10.1 | 13.0 |

All but one of the ECS respondents in each of the two study years reported meeting new people on the committee that helped them in their work. The average number of helpful people associated with ECS centres that had been met by others was 3.8 (1982) and 3.3 (1983). The average number of helpful people representing service agencies that had been met by others was 2.0 (1982) and 1.1 (1983). Considering an average attendance of 15 to 20 people at committee meetings, the numbers of helpful people met seem slightly low.

Of the 17 respondents in 1982, 13 agreed that they had sufficient opportunity to make their opinions known at committee meetings. Three made no comment, and one responded in the negative, explaining that s/he had not been to enough meetings to feel comfortable. In 1983, all 14 respondents agreed that they had sufficient opportunity to make their opinions known. Almost half made comments of real appreciation and enthusiastic support for the committee. For example, the committee was described as "the most active, viable supportive group I have ever dealt with", "the friendliest committee I have ever sat on: and a "super group".

To summarize, attendance at committee meetings is high. The committee serves as a good place to get to know people. Communication is open and there is a high level of participation and shared decision-making.

## Planning and Control

This Committee's written statement of purpose addresses the goals established by the province. Of the 17 respondents in 1982, five did not answer the question regarding purpose. Of the remaining 12, most mentioned facilitating and improving communication and providing inservice. Providing a focus for and voicing concerns was a purpose cited by a few respondents. Only two respondents specifically mentioned improving "Category A" programs. Only one specifically mentioned raising parental expectations.

In 1983, most of the 14 respondents mentioned facilitating and improving communication. A few mentioned providing inservice; fewer still, providing a focus for and voicing concerns and improving Category A programs. No one mentioned raising parental expectations, specifically. There was no response to the question regarding purpose from an agency which regularly attended meetings in 1983.

In June, the executive reviews the past year's activities and develops a plan which is presented for consideration and feedback at the September meeting. There are reports from sub-committees and an ongoing review of activities at every meeting.

The executive prepares a budget based upon the discussions at the September meeting, regarding the proposed plan for the year. This budget is considered for approval by the Committee in October. The Treasurer reports at all meetings. The executive does an annual budget review, particularly of the discretionary funds, upon receipt of the audited statement. Sub-committees play an important role in ongoing review of the budget associated with their projects.

To summarize, many committee members have an incomplete understanding of committee purpose. There is a very good link between planning and budgeting, nevertheless.

## Organization of Work

This committee has a set of by-laws which spell out procedures for doing business.

Committee meetings are held regularly, eight times a year. Up to this time, the agenda and associated reading materials are prepared and distributed in advance. This may not be the case in future, discontinued as a cost saving measure. There is a set procedure for the way meetings are run. Minutes are taken at every meeting and used for future reference. Executive meetings are held as the need arises.

This committee uses working groups. Of the 17 respondents in 1982, nine stated that they had participated in working committees. Of these, all but one were clear about their task and stated that their working committee reported regularly to the committee.

There is a written position description for the coordinator.

To summarize, the work of this committee is well organized.

## Development of Human Resources

This committee has a written statement of duties and roles for executive members. There is no general members' role description or file of skills, backgrounds and interests, however.

There is good continuity on the committee, with some new members added each year for new input. There is no orientation plan for new committee members, but a slide-tape presentation presently being developed will help. Old members make an effort to lunch with and travel with new members, to provide informal orientation to the Committee.

To summarize, although some characteristics of good human resources development are still absent, this committee has a strong sub-committee organization and a high level of involvement which provide good opportunities for the development of members.

## Level of Coordination Assessment

The West Central Coordinating Committee increased the level of its coordination activities very significantly over the evaluation period. The increase was particularly directed towards activities within the ECS centres with children being the primary target. Leadership in coordination activities was shared by a number of committee members. Each major activity had its own sub-committee, chaired by a director and assisted by the administrative coordinator. Committee members were actively involved in discussions over the progress of projects and where the coordination funds might best be spent.

A number of coordination activities were continued for two or three years. Each year the activity was evaluated and then changes made accordingly for the following year depending on changing priorities. Principal activities in this category included Movement Education, Nutrition, Performing Arts and Special Needs.

Interactions with supporting agencies were reported as satisfactory. The Red Deer Health Unit requested increased communication with the committee.

A number of parent respondents contacted at the end of the evaluation appeared knowledgeable about coordination activities in the local centres.

The Provincial Goals of developing and implementing plans for coordination of programs and services are not addressed in a comprehensive manner. Current planning units are of a limited scope. The committee has been successful in some of its more difficult coordination activities without a comprehensive plan. Their lobbying for improved speech therapy services, for example, brought about the desired results.

## Summary

The West Central Coordinating Committee serves a fairly small number of ECS operators, both private and school board, in the area west and south of Red Deer to Rocky Mountain House. Coordination Grant disbursements were spread over the three years with increasing amounts spent each year. Expenses associated with the administrative coordinator were relatively low (22 percent in the last year.) In addition, a special needs coordinator, a media organizer and a research assistant were hired.

Coordination activities were largely characterized by long-term child-centred projects designed to coordinate the sharing of supplies and services among ECS centres. Project funds were spent, in the main, buying the goods and services to be shared. A fairly high proportion of coordination activities were reported to help at least 80 percent of ECS committee respondents in their work.

Two of the 18 projects reported for 1981-'82 were a continuation of activity begun before the Coordination Grant was instituted. Three projects reached the discussion stage with no further action taken.

New activities to which the West Central Committee contributed major efforts in 1981-'82 included:

Movement Education
Video Awareness (ACCESS)
Coordinator Employed to Work with Special Needs Children
Performing Arts
Slide Presentation
Special Needs Petition
Filmstrip Lending Library
Nutrition Awareness

Direct project costs including the Special Needs Coordinator accounted for 56 percent of the 1981-'82 expenses.

In terms of clientele directly receiving programs, children were the direct recipients of seven activities, parents, of six activities, and, teachers, of three activities.

The West Central Committee put their emphasis on spending the Coordination Grant to buy as many coordinated activities as possible for the children enrolled in their centres. There were almost as many parent activities as there were for children; however, the parent activities were of lesser magnitude. Staff activities were given lower priority in terms of time and money.

The second year of the evaluation the West Central Committee continued most of the projects it had begun the previous year with some expansions and alterations. They decided they wanted to spend an even higher proportion of their grant on children's projects the second year.

The role of the Special Needs Coordinator was expanded and clarified. A research assistant was hired to carry out the Special Needs Research Project with some of the West Central ECS centres. Increased funds were spent on hiring performing artists and providing funds for nutritious snacks in the ECS centres. The Filmstrip Lending Library was put onto computer storage in the Alberta Education office. Direct project costs including the Special Needs Coordinator accounted for 71 percent of the 1982-'83 budget.

The primary clientele for direct project impact continued to be the children in West Central ECS centres. Parents were a secondary priority and teachers were third.

The combination of a sub-committee working with the administrative coordinator on each of the major projects was productive. Committee members were willing to contribute their volunteer efforts so that the work of the coordinator could be extended.

Interactions with service agencies were largely satisfactory. More extensive communication was requested by one agency.

The committee achieved all its goals to some extent and the Communication and Category A goals to an extensive level. Provincial goals for developing and implementing comprehensive plans for coordination of programs and services were not explicitly addressed although a number of parts to such a plan are in place.

Communication on this committee is very good. This Committee also shows considerable strength in the areas of planning and control and in organization of work and development of human resources. Orientation of committee members to their duties and the role of the committee is informal.

It was concluded that the level of coordination activities of the West Central Coordinating Committee increased very significantly as a result of the Coordination Grant.

## VII

## Summary of Case Studies

In this section of the report, the case studies of the five regional coordinating committees are summarized. The major factors addressed in all case studies were Committee Background, Coordination of Projects and Activities, Achievement of Goals, Committee Effectiveness, and Level of Coordination Assessment. The case studies are summarized on each of the major factors.

### Committee Background

Of the five committees studied, the Calgary Community Operators was a large committee, Region 6B was fairly large, Peace River & District and West Central were fairly small and Foothills was a small committee. The average driving distance one-way for members to attend meetings varied from 15.6 kilometres in Calgary to 97.0 kilometres in Region 6B. Three committees met monthly during the ECS year, one met bi-monthly and one met twice a year. The Region 6B Committee had a two-tiered structure with coordination activities at both the regional level and the sub-regional level.

Four of the committees had been meeting for a considerable time before the pilot project began. The Peace River & District Committee was formed at the beginning of the project. Three committees filled their executive positions with individuals who did not have full-time employment outside the home; two filled at least half their executive positions with individuals who did hold full-time salaried positions. All committee members were volunteers. The cost of obtaining space for committee meetings varied from nominal rates to no cost.

### Coordination of Projects and Activities

All the committees used part of their coordination funds to hire a regional coordinator with the exception of Region 6B where four sub-regional coordinators were hired. Costs associated with the regional coordinator position varied from a high of 80 percent to a low of 22 percent of total yearly expenses.

In the Foothills, Peace River, and Region 6B committees, the regional or sub-regional coordinators were largely responsible for the accomplishment of coordination activities. On the Calgary committee, the executive played a significant role in addition to that of the coordinator. On the West Central committee, sub-committees that included one executive member worked with the coordinator on major coordination projects.

Coordination projects and activities varied widely across and within committees in scope, clientele directly served and involvement of service agencies. West Central's projects were mainly long-term and directed towards programs and services for children in the ECS centres. They hired a Special Needs Coordinator and a Media Coordinator in addition to the Administrative Coordinator. Parents were the principal direct recipients of coordination activities in Foothills; parents and teachers were the principal direct recipients in Peace River and Region 6B. Calgary put their emphasis on reaching clientele through the committee members.

Coordination projects and activities included workshops organized by the regional or sub-regional committee, workshops with regional committee involvement, sending delegates to workshops, liaison activities, petitions and lobbying, financial assistance, and "other projects."

Four of the committees had a few service agency representatives who attended meetings on a regular basis. The West Central Committee interacted with service agencies through sub-committees. Many of the coordination projects in all committees involved one or more service agencies.

Only one committee involved its members to a high degree in a combined planning-budgeting process. One committee encountered some difficulties in handling Coordination Grant funds.

## Achievement of Goals

Committees were evaluated on the achievement of their own coordination goals and on the achievement of the Provincial Program Goals. The Provincial Goals had a planning orientation whereas the committee goals were mainly action-oriented. The Region 6B and Peace River committees included a planning function in their committee goals. Comprehensive plans for coordination of programs and services were not found in any committee. Accomplishment of committee goals varied from extensive accomplishment to making a start towards accomplishment. Communication goals were achieved more than any others across all committees.

## Committee Effectiveness

Communication was a positive feature of four committees. Planning and control aspects were strong in the West Central Committee, as were organization of work and development of human resources. These aspects needed some strengthening in three of the committees and were a serious problem in the Peace River Committee. Understanding of the committee's purpose was limited in all cases.

## Level of Coordination Assessment

It was concluded that the level of coordination activities increased very significantly as a result of the Coordination Grant for the West Central Committee. It was concluded that the level of activities increased significantly for the Calgary, Foothills, and Region 6B Committees. And it was concluded that from the start-up of the Peace River Committee at the beginning of the pilot project, the level of increase in coordination activities was significant.

# VIII

# EVALUATION OF PROJECT GRANTING POLICY

## Introduction

This chapter reviews the details of the formula used for the Coordination Grant. Costs incurred by committees are compared to the products of coordination efforts and a set of generalizations is developed based on the five case studies. Finally an alternative grant strategy is presented based on the generalizations developed from the analysis of costs and products.

## Coordination Grant Formula

The Coordination Grant formula used as a basis for disbursing funds to regional coordinating committees was based on the number of operators represented on each committee. For each operator the committee received $1,000 plus $150 for each centre run by the operator. For example, a committee would receive $1300 for an operator with two centres, $1150 for an operator with one centre. This amount was totalled across operators for each committee for each of the three years of the Coordination Grant.

For the first grant year, funds were allocated as follows:

Calgary Community Operators
27 operators (1 centre) at $1150 = $31050
4 operators (2 centres) at 1300 = 5200
1 operator (3 centres) at 1450 = 1450
Total $37700

Foothills Coordinating Association
7 operators (1 centre) at $1150 = $8050
Total $8050

Peace River & District Coordinating Committee

9 operators (1 centre) at $1150 = $10350
1 operator (2 centres) at 1300 = 1300
1 operator (3 centres) at 1450 = 1450
Total $13100

Region 6B Coordinating Committee

15 operators (1 centre) at $1150 = $17250
1 operator (2 centres) at 1300 = 1300
1 operator (7 centres) at 2050 = 2050
1 operator (11 centres) at 2650 = 2650
Total $23250

West Central Coordinating Committee

12 operators (1 centre) at $1150 = $13800
Total $13800

Details of budget allocations for years two and three were included in the case studies.

## Cost Analysis

Because of the unique circumstances behind the development of each of the five committees studied, it is difficult to compare coordination achievements with coordination funds received. However some very clear generalizations emerged from a review of total committee efforts over the evaluation period.

First, there was not a direct relationship between total funds received by a committee and the level and success of their coordination efforts. The grant to Region 6B was significantly less than the grant to Calgary Community Operators although Region 6B's level of coordination activities was not significantly lower than Calgary's. The Peace River and West Central Committees received relatively the same size grant but their coordination accomplishments diverged greatly.

Second, the amount paid for a staff person to serve as regional coordinator for each committee varied widely in total dollars and in proportion to grant funds received. (See Table 65.) However the contribution of coordinators to the achievement of coordination goals was

Table 65

A Comparison of Coordinator Costs to Grant Funds in 1982-'83

| | Total Grant Received | Coordinator Costs | Proportion | Ave. Hours/Month of Coordinator |
|---|---|---|---|---|
| Calgary | $42,150. | $28,167. | 66.8% | 172 |
| 6B | 27,450. | 4 X 3,700. | 53.9 | 45 for each of 4 Coord.'s |
| West Central | 16,400 | 4,846. | 29.5 | 39 |
| Peace River | 13,250. | 9,555. | 72.1 | 84 |
| Foothills | 8,200. | 6,940. | 84.6 | 80 |

fairly constant across committees. Differences in accomplishment of coordination goals were far more closely tied to contributions of committee members than to the coordinator's activities. The West Central Committee mounted and sustained almost as much coordination activity as any other committee although its coordinator worked the fewest hours and received the second lowest total remuneration.

Third, the length of time the regional committee had been functioning was more important to coordination accomplishments than was the amount of funds received. The one new committee, Peace River & District, was not able to launch nearly as many activities as any of the other committees including Foothills (who received significantly less funds) during the evaluation period.

## Alternative Grant Strategy

Based on the generalizations from the Cost Analysis it may be concluded that a regional coordinating committee requires a basic amount of funds to hire a regional coordinator regardless of size. A range for standard part-time monthly wage should be agreed upon for all regional committees with the qualifier to follow based on longevity of the committee. In addition to the regional coordinator's wage, a basic fund for committee operating expenses to cover copying, postage, etc. is necessary to coordination activities.

A committee should be required to meet a set of specifications that guarantee it is a functioning committee (e.g. holding monthly meetings, holding an election of officers, defining responsibilities and duties of executive positions and committee members, defining common needs of committee members) before receiving any coordination grant funds. This trial period should be for one year or longer based on proof that the committee has been able to satisfy the specifications for regional committee coordination funding.

Committees require a higher level of funding to develop and establish coordination than they do to maintain it. Therefore, funds should be greater during early years of grant funding and decreased in later years. A start-up period of three years is recommended for increased funding. Therefore, if a committee receiving a coordination grant for the first time should decide to spend more than the provincial base allotment for a coordinator, they could do so during the three year development period.

Finally, coordination expenses require clear guidelines for eligibility. The amount required for expenses is related to number of operators, number of centres, number of committee members, distances travelled to meetings and possibly number of children registered in ECS centres.

Guidelines need to address such issues concerning eligible expenses as the following:

1) *wages for coordinator* - Should they be paid only to a person who has no other job or only a part-time job outside of the coordinator's position?

2) *purchase of large office or audio-visual equipment* - Should items over a set amount e.g. $250 be purchased through the Department offices and remain the responsibility of Department staff? Who is ultimately responsible for the items over $250 purchased by the committees with coordination grant funds?

3) *purchase of audio-visual software (films), playground equipment, musical instruments* - Should items over a set amount e.g. $100 be purchased through the Department offices and remain the responsibility of Department staff? Who is ultimately responsible for the supplies over $100 purchased by the committees with coordination grant funds?

4) *travel and subsistence* - Should one or both be eligible and for attendance at executive and/or general meetings? Are government rates to be the standard?

5) *consultant and professional fees* - Should there be approval from specified Department staff for the hiring of professionals for in-service purposes?

6) *honoraria to committee executive members* - Should grant funds be paid to committee members holding executive positions? Is the contribution of executive members any greater than that of non-executive members who play key roles on sub-committees?

7) *office rental* - Should office rental be an eligible expense or should the office address be that of the regional coordinator or some other space available at no cost?

## Conclusion

The recommended grant strategy would recognize the ability of a committee to meet a set of eligibility standards for functioning as a committee. It would recognize the importance of both the role of part-time coordinator and of committee members. It would recognize the needs of a committee working to establish coordination in the region as different from the needs of a committee that is maintaining coordination in the region. Finally the grant strategy would include guidelines for eligible expenses for coordination activities.

## IX

## REGIONALLY INDEPENDENT FACTORS RELATED TO SUCCESS IN DEVELOPING COORDINATION

A number of factors emerged from this study of five regional coordinating committees that contribute to success in developing coordination within the region. These factors do not rely for their success on characteristics of one region that could not be found in another region.

### 1) Factors Related to Committee Members

A congenial group of members who see each other as equals are most likely to contribute to a coordination committee's efforts. One way to encourage a feeling of equality is to limit executive positions to persons who do not work full-time outside the home. Too much deference may be given to a chairperson who also speaks from the authority of a full-time salaried position.

An optimum number of operators to be represented on coordinating committees is between 10 and 15. Smaller committees provide a small pool of volunteers. Larger committees have a difficult time convincing every member that they need to contribute to make the committee function at an optimum level.

A working majority of committee members need to be within a half hour's driving distance of the meeting site.

Members need to feel that it is worth their time to attend meetings on a monthly basis through the ECS operating year. Committees in this study who met less frequently had difficulty gathering and maintaining momentum in their activities.

Members need to know how committees work effectively in terms of member responsibilities, working with a staff person and using sub-committees.

## 2) Twinning of Regional Committees

For committees who have some experience meeting together, it is valuable to twin with another committee for mutual support and to gain new ideas both for coordination activities and for administrative decisions. The twinning may take the form of sharing minutes, frequent telephone contact between chairpersons, treasurers, coordinators etc., or sending delegates to some of the twin committee's meetings.

The importance of twinning is even greater for new committees. If possible, they would gain the most assistance by twinning with an older committee.

## 3) Regional Coordinator

This part-time salaried position is the single most important factor in contributing to coordination of services and resources. The role of the coordinator must be clarified so that it complements the efforts of committee members without making them feel their contributions are not needed.

## 4) Ideas for Coordination Activities

Coordination activities must so obviously meet the needs of committee members that they are willing to work towards the achievement of the activities. Members may be aware of common needs but without ideas as to how to meet their needs. Twinning with another committee provides new ideas. Agency representatives are also an excellent source of ideas that have been tried elsewhere. Without ideas for activities, a committee does not approach its potential in meeting its own needs.

## 5) Low Cost Meeting Site

Committees that can find meeting space that is either free or at a nominal rental rate are able to continue meeting whether they have budget problems or not. A considerable degree of coordination can occur simply between ECS representatives and agency representatives meeting and talking together.

## 6) Operating Funds

A small operating fund is essential to the basic goal of coordinating services. Such a fund meets costs for preparing and distributing meeting notices and minutes, newsletters, information books, etc.

## 7) Control of Funds

The regional committee has a more direct interest in optimum use of funds when it has its own bank account. If the treasurer is inexperienced in handling books, assistance is available from the Department.

The treasurer who brings all expenses over $100 to the general membership for their approval before making payment contributes to the commitment and morale of committee members. They feel involved in the important decisions involving disbursement of coordination grant funds.

## X

## CONCLUSIONS AND RECOMMENDATIONS

Based on this two-year evaluation of five ECS Coordinating Committees, the following Conclusions and Recommendations were developed. The general conclusion from the study is presented first. A conclusion directed towards reassessment of the Provincial Program Goals follows. The remaining conclusions and recommendations are enabling in nature and apply not only to the committees included in the study but also to future committees receiving funding for coordination purposes.

STUDY CONCLUSION: It was concluded that the level of coordination activities increased significantly for four committees and very significantly for one committee as a result of the Coordination Grant.

STUDY RECOMMENDATION: That funding for coordination purposes be made available for all ECS Coordinating Committees in Alberta.

Comment: Funding and committee operation considerations are detailed in Conclusions and Recommendations numbers 2 to 13.

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Conclusion 1: The Provincial Program Goals for Coordination focus on planning for coordination of programs and services.

Recommendation 1: *That the Provincial Program Goals for Coordination be revised to include an implementation of plans component for coordinating committees.*

Comment: The implementation function of coordinating committees is an important aspect of their work as a follow-up to the planning function. Currently more progress has been made in implementation of micro-level plans for coordination than in any macro-level planning.

Conclusion 2: None of the committees gave evidence of having developed a comprehensive long-term plan for coordination of services in their region.

Recommendation 2: *That committees be assisted to understand and implement a long-term planning process.*

Comment: A long-term plan is a clear expectation of goals for the Coordination Grant. Of equal importance is the fact that long-term plans provide a context for selection of activities and expenditure of funds. It helps to ensure that all committee efforts are directed toward the stated committee goals.

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Conclusion 3: The one new coordinating committee in the study was working on the basic tasks of learning how to function as a committee. Without an effective committee structure in place, coordination efforts were largely limited to what could be accomplished by the administrative coordinator.

Recommendation 3: *That a coordinating committee meet a set of eligibility standards for functioning as a committee before receiving coordination funding.*

Comment: Eligibility standards for functioning as a committee should include evidence of holding monthly meetings of the whole committee, holding an election of officers, defining responsibilities and duties of executive positions and committee members, and defining common needs of committee members. The trial period should be for a minimum of one year or longer if needed to meet the eligibility standards.

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Conclusion 4: Although there was great variety in coordination projects and activities undertaken during the study, the basic coordination projects that all committees undertook involved a coordinator and the assembling of handbooks, reference lists, and the development of basic communication channels. Essential costs were those associated with the coordinator and various forms of communication.

Recommendation 4: *That coordinating committees be provided with basic funding for coordination staff and for essential operating costs such as photocopying and postage.*

Comment: A range for a standard part-time monthly wage should be agreed upon for all coordinating committees. A basic amount for essential operating costs should also be set. Additional funds for special coordination projects could be assigned at the discretion of ECS Zone Consultants.

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Conclusion 5: Committees require a higher level of funding to develop and establish coordination than they do to maintain it.

Recommendation 5: *That a higher level of coordination funding be provided for the first three years a committee receives grant funds.*

Comment: Start-up costs are a reality with coordinating committees and include such items as developing lists of resources, handbooks on committee operation, formats for calendars, logos, newsletters etc. and organization of existing resources for exchange among programs. There is also more footwork for the coordinator of a new committee in seeking out services and supplies needed by participating programs.

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Conclusion 6: The guidelines for the spending of the Coordination Grant were very broad. Each committee gradually developed its own set of permissible expenses.

Recommendation 6: *That a clear set of guidelines be established concerning eligible expenses beyond the basic costs.*

Comment: The guidelines should address such issues as the following: coordinator's wages; purchase of large office and audio-visual equipment; purchase of audio-visual software; playground equipment and musical instruments; travel and subsistence; consultant and professional fees; honoraria to executive committee members; and office rental.

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Conclusion 7: The disbursement of coordination grant funds was not always clear to committee members.

Recommendation 7: *That committee treasurers be required to receive approval from a committee quorum for a detailed annual budget as well as all disbursements over a determined amount.*

Comment: Committee members will feel more actively involved in committee decision-making if they have the opportunity to vote their approval of major expenses. Any difficulties in handling funds can be addressed as soon as they arise when major disbursements are brought to the committee for approval.

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Conclusion 8: Committees accomplished the most coordination when committee members worked with the coordinator rather than leaving the coordinator to work largely on her own.

Recommendation 8: *That the roles of part-time coordinator and of committee members be clarified by each committee so that they complement each other.*

Comment: The optimum combination of efforts of volunteers and paid staff requires direct attention on a frequent basis.

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Conclusion 9: The process of developing an effective committee structure in a new committee is a slow process without inservice for members.

Recommendation 9: *That new committees receive inservice programs on effective committee functioning. In particular, member and executive responsibilities, working with a staff person and using sub-committees should be included.*

Comment: The effective use of sub-committees and working with a staff person are topics that some of the ongoing committees might consider for workshops or equivalent delivery methods.

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Conclusion 10: Persons in executive positions who held full-time salaried positions were often given too much deference by committee members in the decision-making process.

Recommendation 10: *That preference be given to persons without full-time employment outside the home in filling executive positions on committees.*

Comment: One way to make committee members feel more equal is to fill executive positions with people who do not have full-time employment outside the home. The potential for leadership development is also greater when people without full-time employment outside the home hold executive positions than when professionals do. The development of leadership is implicit in ECS philosophy.

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Conclusion 11: Committees that met on a monthly basis through the ECS year had more momentum in their activities than committees who met less frequently.

Recommendation 11: *That committees meet on a monthly basis throughout the ECS year.*

Comment: Some committees were reluctant to schedule monthly meetings because of driving distance and the possibility of bad weather. However, if a majority of members have no more than a half hour's travelling time to attend meetings, it should be possible to have a quorum at most, if not all, meetings throughout the year. Telephone conference calls could be used on alternate months to increase attendance at meetings.

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Conclusion 12: The optimum number of ECS operators represented on coordinating committees was 10 to 15.

Recommendation 12: *That a committee size of 10 to 15 operators be encouraged as a working unit within reasonable geographic limitations.*

Comment: Committees with fewer than 10 operators had a small pool of volunteers from which to draw. Committees with greater than 15 operators had difficulty convincing every member that they needed to contribute to make the committee function at an optimum level. Should a committee choose to use a two-tiered structure, optimum committee size would be determined by the roles of the committees.

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Conclusion 13: A limited amount of twinning done between two of the committees in the study indicated the potential for mutual support and sharing of ideas and experience between two committees.

Recommendation 13: *That all coordinating committees be encouraged to twin with another committee and that new committees be twinned with established committees.*

Comment: Twinning may take the form of sharing minutes, frequent telephone contact between chairpersons, treasurers, coordinators, etc., and sending delegates to some of the twin committee's meetings. ECS Zone Consultants can provide liaison between committees.

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Conclusion 14: A considerable degree of coordination occurs when ECS representatives and agency representatives meet and talk together. A meeting site is a basic requirement for this exchange to occur.

Recommendation 14: *That coordinating committees be encouraged to seek meeting space that is either low cost or rent-free.*

Comment: Committees that locate meeting space that is either rent-free or at a nominal rental rate are able to continue meeting regardless of budget considerations. Supporting agencies may be able to provide meeting space at no cost.

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# APPENDIX A

## Calgary Community Operators

## Project Descriptions

## Workshops Organized by the Regional Committee

The Legal Workshop was presented by a member of the Alberta Education Field Services Branch, Edmonton. Topics included Legal Requirements, Financial Issues and Staffing. Operators were urged to send as many executive members as possible as well as the local coordinator. Many respondents noted that the workshop provided them with helpful information to the running of their centres.

The Day-Care ECS Parent Seminar was organized in response to a need for improved communications between ECS and Day Care at the local level. The need was first discussed at a regular meeting of Calgary ECS Agencies. A public relations consultant was hired for the seminar and CCO helped to meet the expense.

## Workshops with Regional Committee Involvement

The ACCESS Workshop for Teachers was presented by the ACCESS consultants. Both previewing of available tapes and practical experiences were included. Since the workshop was conducted in May, increased usage of materials and equipment was expected in the following year ('82-'83).

The Regional Orientation Workshop for New Teachers was presented by two ECS consultants to ECS teachers who were either beginning or new to the province in September 1981. Topics included ECS Philosophy, Goals and Program Dimensions, Working with Parents, ACCESS Resources, etc.

The ECS Teachers Workshop on English As A Second Language was presented by the Calgary Board of Education. Some attendants found it helpful but others found it did not relate to their programs as much as they had anticipated.

The Category A Workshop for Teachers was organized and presented by the ECS Specialist Association (a teacher organization).

Fall Orientation is a one-day workshop sponsored by the Calgary Parent Council for new L.A.C. members. (Parent Council is composed of representatives from three ECS delivery systems, of which CCO is one as well as representatives from many LAC's in the city.) Topics included in the November session included Meetings, Field Trips, Parent Involvement, Discipline and an open panel. The Fall Orientation is seen as a follow-up to Spring Orientation. Many respondents commented that the Fall Orientation is a worthwhile clarification of ECS and LAC operation.

Spring Orientation is a weekend workshop (one evening plus a day) sponsored by the Calgary Parent Council to introduce parents to Early Childhood Services. About 350 people attended sessions on LAC Committees, Parenting Styles, Field Trips, Stress, Parent Needs, Advertising, or the Holistic Development of the Child. In addition, the Minister of Education spoke.

The Calgary Educational Resources Group Presentation was made to teachers and field trip coordinators. The presentation was part of an Early Childhood Specialist Association (ECS teachers) meeting. About 10 local educational and tourist sites form the C.E.R. Group. Their concern is to help teachers in their preparation and follow-up to field trips.

The Alberta Mental Health Assessment Workshop for Teachers was requested by the CCO committee. Communications over the two-year period leading up to the workshop had weathered changes in personnel involved.

## One-Hour Plus Presentations (included in monthly Meetings)

The Staff Recruitment Workshop was presented by two CCO members. Topics included membership on the selection committee, advertising and interviewing.

The Children's Advertising Presentation was given by a guest speaker from Consumer & Corporate Affairs. Printed materials and services available from the Department were introduced. Many respondents noted the applicability of the presentation to their parent program.

The Dental Awareness Program Presentation was given by the Dental Coordinator of the Calgary Health Services Dental Division. Many questionnaire respondents reported that the information was valuable for both children and parents.

The Calgary Society for Children with Learning Difficulties Presentation was a one-hour workshop including a film and a discussion presented by a Society member. The workshop title was "Early Identification of Learning Disabilities." Two respondents noted that the Presentation should be updated.

The Nelson Book Fair Presentation included a book display and commentary given by a local book distributor. A couple of respondents noted they would be interested in similar presentations by different publishers.

Workshops to Orient New L.A.C. Position-Holders included Chairman and Coordinator, Newsletter Editor and Parent Programmer. Resource people included CCO members and the ECS Parent Consultant.

Calgary Health Services sent a representative to one of the CCO meetings to describe their services. CCO is concerned that the same services be offered in all 13 clinics.

Calgary Health Services Dental Program also sent a representative to speak at one of the CCO meetings. Their services to CCO are clearly communicated.

The Volunteer Centre produced a Teacher Hiring Workshop for CCO. An information package including a sample contract and letter of employment was supplied for each member.

The Chairing Effective Meetings Seminar was one of the Workshops to Orient New L.A.C. Position-Holders. It was presented by one of the CCO executive. The two co-chairpersons attended a seminar on the same topic given by the Volunteer Bureau.

A two-part Policy Workshop was presented to the CCO by the ECS Consultant. Topics included "What Are Policies?" and "Policy Manual Organization."

Interaction with Calgary Health Services involved the three Calgary ECS systems meeting with Calgary Health Services on a number of occasions to discuss the possibility of more uniform delivery of health services across the city to ECS centres. As part of the preparation for the meetings, CCO surveyed their membership for a listing of services currently provided by Health Clinics and services they would like to see provided. One concrete outcome was the development of a "Child Health Profile" to be completed by ECS parents and used by teachers and Health Nurses.

ECS Week is a promotional activity sponsored by Parent Council. Activities were planned for three shopping malls and the Devonian Gardens including entertainment by and for children and children's art displays. A need for more organization and a content change was noted by a few respondents.

Interaction with Alberta Mental Health included a meeting of the CCO coordinator, the ECS Consultant and the psychologist with Alberta Mental Health to plan a teachers workshop. Plans were temporarily put aside with the resignation of the psychologist. Data were collected from the teachers on perceived needs in the behaviour management area.

Three coordinators from CCO took part in the Zone 5 Regional Coordinating Committees Meeting. The meeting was exploratory in nature and involved representatives from all regional coordinating committees in the zone.

A ByLaws Workshop was presented by the ECS Consultant and the CCO Coordinator. The resource people had previously attended a workshop on the same topic given by the Corporate Volunteer Project. From that workshop they were able to develop a Bylaws Kit to assist private ECS operators.

A Program Evaluation Workshop was presented by the ECS Consultant. Included in the hand-outs were sample evaluation questions.

A Program Renewal Workshop was presented by the ECS Consultant to assist local centres in reapplying for ECS program status for the coming year.

## Liaison Activities

The Staff Exchange through Services for the Handicapped is a liaison service offered by Handicapped Services. A representative from the organization attended a CCO meeting to explain the service and invited teachers to fill out request forms. A few teachers responded.

Affiliation with Parent Council. CCO is one of three ECS delivery systems affiliated with Parent Council and sends a representative to board meetings. CCO also encourages all their programs to belong and about two-thirds do. Parent Council activities include a resource centre, Spring Orientation, Fall Workshop, Why? Magazine and E.C.S. Week.

Affiliation with the Early Childhood Specialist Association (E.C.S.A.) includes having an E.C.S.A. representative attend and report to CCO meetings and the CCO coordinator attend the E.C.S.A. Professional Days.

## Petitions - Lobbying

Lobbying regarding the Education Task Force on Financing involved two respondents in a planning capacity, four in both a planning and a participating capacity and 15 in a participating capacity. Twenty respondents considered that the lobbying helped their ECS work. Nineteen thought the activity should be repeated next year, one, that it should not be repeated, and 4 saw no further need.

The lobbying efforts consisted of sending a letter to the Minister of Education requesting representation of private ECS operators on the Task Force. In addition, letters were sent to all provincial ECS coordinating committees and all Calgary MLA's. Two non-voting members, including the ECS Director and a CCO representative were consequently added to the Task Force. Many respondents believed that the lobbying resulted in the additional funds that were allocated to ECS operators in the province in 1982. However the Task Force Report was not due for release until January 1983.

Meetings were held with Calgary Board of Education officials to discuss repercussions of opening pre-registration for ECS in all CBE schools including those communities where private operators already had ECS centres. Other matters concerning bussing and rent were discussed.

## Other Activities

The Information Updates for Operators Resource Books Activity consists of the distribution of current pamphlets, information sheets etc. by the Committee Coordinator to each member attending the monthly meetings. Members then file the information in their resource books. Respondents indicated the resource books provide easy access to telephone numbers and information about Calgary services. The Books are passed on to successors and provide an accumulation of background information to them. The activity was begun in 1977. A detailed index was developed in 1980.

The Visiting Teacher Pilot Project consisted of the hiring of an ECS specialist on a consultative basis over a period of 1½ months to visit ECS classrooms, pinpoint problems and discuss them with the teacher. Guidelines for the project were developed by a small committee. The ECS specialist was selected by the executive. Three programs submitted written applications to the co-ordinator or CCO chairman requesting visits. The project was continued in '82-'83 with 18 programs visited at least once.

Individual respondents noted that the visiting teacher helped them to plan a class better and to plan a program strategy for a child. Another noted that the visiting teacher helped to solve some of the isolation problems of programs.

Future plans included cost sharing with the local program paying 25 percent of the cost where possible and CCO, 75 percent of the cost.

The ACCESS Utilization program included the use of videotaped films and programs and a video camera with both children and parents. Both the hardware and the software were provided by ACCESS. Equipment and tapes were booked through the CCO office. About half the centres used the equipment. The project began in Jan. '81.

The ACCESS Filming Project involved the filming of children's activities at selected centres. The filming was done by ACCESS staff and will be available for use by ECS programs throughout the province including Calgary Community Operators. This project has been initiated by ACCESS over a number of years. One respondent noted that "the ACCESS people need to be more aware of teachers' needs."

The Eye Screening Joint Project with the Oddfellow and Rebekah Lodge includes the screening of all children in the ECS centres by Lodge volunteers. The coordinator of the project contacts the CCO coordinator for a list of programs and contact people. The project has been ongoing for at least 15 years in Calgary.

Newspaper Advertising of Programs is placed twice yearly, in the spring at preregistration and in August. Only those programs that wish to be advertised are included. Many respondents reported that the advertising increased their enrolment. Others noted that advertising increased the CCO visibility (CCO are one of three ECS systems in Calgary.)

The Evaluation of CCO Meetings was a one-page questionnaire distributed to the CCO members at their February meeting. Results were compiled and discussed at a Board meeting and at the following general meeting. Changes that were implemented as a result of the evaluation process included: rotation of agenda items, presentation of written reports to back up verbal reports at meetings and inclusion of inservice workshops during the scheduled meeting time.

Purchase of AV Equipment included a video cassette recorder and television. Similar equipment had been on loan from ACCESS for the previous 2½ years. A sub-committee conducted a market analysis before recommending the specific purchase of the committee.

The ACCESS Computer Program is a three-year plan to rotate a microcomputer and pre-school-aged software through twelve centres with a two-month period in each. Teacher workshops and parent parties were used to introduce the program.

Insurance Coverage for CCO Programs' Employees and Students was explored by a sub-committee. The objective was to provide the same benefits as those provided for school board operated ECS centres. The committee voted in favour of the project at the conclusion of the Evaluation Period.

# APPENDIX B

## Foothills Coordinating Association

## Project Descriptions

## Workshops Organized by the Regional Committee

The Legal Workshop was given by Field Administration Officers from Alberta Education using a panel approach. Topics included teacher contracts, bookkeeping and administrative information.

The Program Renewal-Proposal Workshop was led by the ECS Consultant. A review of forms required for the program renewal proposal form emphasized the role of program planning. Specific assistance in completing the proposal was given. Many respondents noted that the workshop was very helpful particularly for new executives.

The Communications Workshop was a full-day session given by a professional consultant. The focus was on improved communications at the local program level including relations between the LAC and the teacher.

The Local Orientation Planning Workshop was a sharing of ideas among FCA members as to past successes and failures with local orientations to introduce ECS to parents. The workshop was chaired by the regional co-ordinator.

Short Presentations were given at FCA Meetings by Ron Spackman, Mental Health Services, and Lynn Beamer, ECS ACCESS Consultant. Respondents reported that the speakers made them aware of available programs and services.

An Executive Session Workshop was held in September, 1982 with separate presentations for the various LAC executive positions.

A Parent Programming Workshop was presented by the ECS Parent Program Consultant in conjunction with the Foothills Health Unit.

A Program Evaluation Workshop was presented by the ECS Consultant for teachers, coordinators and day care representatives.

A Local Orientation Planning Workshop was organized and presented by the regional coordinator.

## Workshops with Regional Committee Involvement

The ECS--Grade 1 Teachers Social included a meeting between ECS and Grade 1 teachers with school board officials to discuss common areas of concern. A tour of an ECS facility was included and the evening ended with a wine and cheese social hour. The agenda was planned by School Division personnel. FCA's role included initiating the idea for the social and meeting the costs. A number of respondents noted that the evening event improved communications among the various groups attending.

The Parent Convention at Cayley School was co-sponsored with Foothills School Division #38. The role of Foothills Coordinating Association (FCA) included publicity and meeting with the principal to suggest program topics. Convention topics covered a range that would appeal to parents of all school-age children. A few topics specifically related to pre-school children.

## Other Activities

The Scrapbook is a record of all print media coverage relating to all ECS centres in the Foothills area. The Scrapbook is brought to all meetings and has been kept up for a number of years.

The Brochure to explain and promote ECS in the region was developed, printed and distributed to local offices, libraries, health unit, ECS centres etc.

The Parent Resource Booklet is a listing of parent resources recommended by each program in the area. The booklet was distributed to all programs and is updated as resources change. The booklet is kept up to date by the coordinator.

The Field Trip Booklet is a compilation of lists of field trips taken at each centre over recent years. Details are included such as address, contact person, costs and comments. The Booklets were distributed to each of the centres. Many respondents noted that the Booklet was a valuable and easily accessed source of information. The Booklet is updated as needed by the coordinator.

The Community Resource Book is a listing of resources in local communities such as the Health Unit, hospitals, speech therapists, etc. The book is organized by the regional coordinator.

The Coordinator's Update of Resources is a system of filing information given by the regional coordinator at association meetings. The files are presented to new members. Ongoing members maintain their own files.

A Teachers Sample Contract was drawn up by a joint committee of teachers and FCA representatives over a two-month period. The Sample Contract was filed in the local resource books.

The Toy Lending Library was an activity planned to establish a source of toys to be available to the FCA programs for use with handicapped children. An FCA member wrote newspaper articles expressing the need. The Rebekah Lodge responded and has begun to organize a Toy Lending Library with the High River Library. An FCA representative works with them on the project.

The FCA Regional Coordinator participated as a panelist at an Okotoks meeting called to examine whether the local ECS Centre should remain community-operated or whether it should become school board-operated.

The Goals and Time Lines Activity involved a collection of ideas for the year's activities from discussion at a general meeting followed by an organization of the ideas into a time frame by a sub-committee led by the coordinator. Budget considerations were not a part of the activity.

Spring Orientation was discussed and then cancelled when a lack of interest was perceived. (An executive Session Workshop was held in its place the following fall. Speakers outlined the roles and responsibilities of the various executive positions.)

A Logo for the Committee was developed by advertising a logo contest with a newspaper advertisement. A prize was awarded to the contest winner.

The Special Olympics Aid Project involved collecting proofs of purchase for one manufacturer's soap products at the local centres. The Company agreed to make donations to the Canadian Special Olympics based on proofs submitted. The committee ran a contest among centres for greatest contribution and awarded books and participating certificates as prizes.

A Staff Development Fund of $500.00 was ear-marked to cover resource speaker honoraria and communication costs for teachers' professional activities. The teachers group had difficulty finding time to schedule activities to use all the funds.

Public Relations including Media Coverage was the responsibility of one committee member. She organized centres to submit news articles by specific dates and then forwarded them to three local newspapers.

# APPENDIX C

## Peace River & District Coordinating Committee

## Project Descriptions

## Workshops Organized by the Regional Committee

The "Building Self-Esteem" Workshop was a full-day session for parents and staff. The resource people were from Grande Prairie Regional College and the Peace River Health Unit. The afternoon program included three options: Puppetry-Drama, Storytelling-Books, and Discipline.

The Teachers Convention Program for ECS was a special session given by the Director of the Early Childhood Program, Grande Prairie Regional College. The theme was "A Bubble Experience" and included activities that could be used in the local centres. A number of respondents suggested the need for more workshops with different topics.

The Orientation Workshop was an evening workshop to introduce new LAC executive members to ECS and to help them set up programs for the new year. Special presentations were made by the ECS Consultant on ECS philosophy and by a Financial Officer from Alberta Education on Budget and Finances. One agency representative indicated they would like to have been informed about the Workshop and involved with it.

The "Open A New Door" Workshop was designed for staff, parents and other community members who wanted to increase their skills in storytelling and music. Resource people were academic staff from Red Deer and Edmonton. ECS videotapes were also shown.

Three Sharing Days were organized by the regional coordinator in October, 1982, and March and June, 1983. The coordinator contacted each teacher and local executive in advance asking them to submit ideas to form a book. The typed and duplicated idea book was then used during the sharing session as individuals demonstrated and explained the ideas that had been incorporated into the book. The second of the booklet series was 55 pages.

## Liaison

The Health Unit Coordination involved the regional coordinator meeting with the nurse supervisor to discuss concerns regarding Health Unit communications with local ECS centres. Specific nurses were identified as communication links with specific coordinators as an outcome of this activity.

## Other Projects

The Newsletter is prepared monthly by the regional coordinator and mailed to the 13 ECS centres in the region. It is used as a means of advertising upcoming events and of sharing past events reported from the local centres. Many respondents noted that the Newsletter was a source of new ideas and a good way to keep informed.

The Resource Directory was compiled by the coordinator and includes listings of service agencies in the area. The Directory is a duotang to which additional pages can be added as more information is gathered.

The Regional Coordinator Visited Local ECS Centres upon request. She met with parents and executives and helped with problems and questions in the operation of ECS programs.

A series of four Children's Concerts were given by a performing arts couple. The committee was responsible for coordination and advertising. Local centres were responsible for the concert fee.

# APPENDIX D

## Region 6B Coordinating Committee

## Project Descriptions

## Workshops Organized by the Region 6B Committee

The Workshop on Good Business Procedures was a one-day workshop presented by Financial Services Officers from Alberta Education. Comments from respondents indicated that the workshop helped in knowing how to run meetings efficiently, providing training for LAC responsibility and in general, training in more efficient business administration by ECS boards.

The Media Festivals in Medicine Hat and Lethbridge were one-day events organized and presented by the Parent Resource Unit Consultant, the ACCESS Consultant and the ECS Consultant. The Festival consisted of the screening of a series of films. One respondent suggested that simultaneous screenings would have been a more profitable use of time.

The Special Education Workshops were given by Dr. Jean Moore, Alberta Education, on three different days in Taber, Medicine Hat and Brooks. The Workshop purposes were to acquaint ECS staff with the new Special Education curriculum, to provide a linkage between ECS and "school" programs for Special Needs children and to develop some basic skills in working with Special Needs children.

## Workshops with Region 6B Committee Involvement

A two-day workshop is being co-sponsored with the Community Education Dept., Medicine Hat College scheduled for September 1983. The Magic Circle Workshop will be directed towards ECS staff.

## Region 6B Lobbying

Lobbying re Pre ECS Screening by the Medicine Hat Health Unit was directed towards the restoration of the program. The role taken by the Coordinating Committee was to provide moral support for Sub-regional committees who took action on the issue. The matter was resolved with the reinstitution of the screening program. The lobbying activity was reported to have increased public awareness of pre ECS screening programs in all Health Unit areas, and to have increased communications between ECS centres and Health Units.

Lobbying re the Education Task Force on Financing involved a discussion at one of the Committee meetings as to the perceived need to have an ECS representative sit on the Task Force. By the meeting date the desired result had been achieved and no action was taken.

## Other Projects - Region 6B

The ACCESS Utilization Project involved circulating a videotape playback/recorder and color monitor along with an assortment of ECS program materials throughout the region on a scheduled basis. ACCESS supplied both the hardware and the software. A number of respondents commented that the project introduced their centre to ACCESS materials.

The Purchase of Films Project involved the selection and purchase of 16 mm films for use in the region. The "About Feelings" series of six films and the "Marianne Parry Series on Play" of four films were purchased. The films were booked through the office of the ECS Consultant in '81-'82. However reorganization of the Education Department necessitated other arrangements in 1982-'83. An Instructional Media Centre was sought to service and distribute the films.

Sub-regional Coordinating Committees were the chief instrument through which the Regional Coordinating Committee worked. Four coordinators were hired on a part-time basis, one for each of the four sub-regions. The coordinators were responsible for calling sub-regional meetings and coordinating ECS activities in the area. They sat on the Regional Committee and served as chief liaison between the Region 6B Committee and the Sub-regional Committees.

A Meeting with Dr. Torgunrud was arranged by inviting the new Early Childhood Services Director to attend a regional meeting.

A "Mix and Match" VTR Hardware Program with ACCESS involved the purchase of a videotape recorder and monitor. With this purchase, ACCESS agreed to loan comparable equipment to the committee for a two-year period. ACCESS continued to provide videotaped programs.

A Special Needs Assessment Survey was conducted by a regional sub-committee made up of representatives from Services for the Handicapped, the Barons-Eureka Health Unit and the ECS Consultant. All ECS operators were asked to complete the survey form identifying numbers and types of special needs children and inservice training needs. The survey results were discussed by the regional committee. It was decided to allocate planning for special needs to the sub-regions. Plans to conduct a follow-up survey at year-end were cancelled. The regional committee decided to leave special needs planning at the sub-regional level.

## Workshops - Brooks & District

The Toy Buying Workshops were given by the local or the sub-regional coordinator at five different sites. Slides, a textbook, a film and handouts were made available by Consumer and Corporate Affairs. Approximately 60 parents attended the workshops. They indicated they would like more specific information than was provided e.g. specific toys, prices, popularity, quality, age group. The film, Seeing Through Commercials, was recommended to all school children.

The Using Perceptual Motor Development Equipment Workshop was co-sponsored with the Brooks Campus of Medicine Hat College. A set of equipment was constructed by NOVA employees and was introduced at the workshop. The equipment was then contributed to the Brooks and District Toy Lending Library. The resource person was a Special Education teacher with the Brooks Primary School. The May date turned out to be too late in the school year to attract many teachers to the Workshop.

Two spring Orientation Workshops were organized by the sub-regional coordinator. One workshop was designed to orient LAC members of school board operated ECS programs. The second was an orientation and program renewal application for board members and LAC of society operated ECS programs. The workshops were each one evening in length and it was commented that there was insufficient time for the material to be covered.

A "Songs to Sing/Stories to Tell" Workshop was co-sponsored with the Early Childhood Development Department, Brooks Campus, Medicine Hat College. Teachers, parents and day home providers were invited to the workshop given by a resource team from Simon Fraser University. The Coordinating Committee helped meet the professional fee, however they received no credit in the workshop advertising flyer.

Seven Creative Movement Sessions were arranged by the sub-regional coordinator. Both an instructor and a facility were provided for local ECS groups. Comments indicated teachers would have preferred to have the instructor visit their centres and 45 to 60 minute periods instead of half an hour.

## Lobbying - Brooks & District

The purpose of Lobbying regarding Family and Community Support Services (F.C.S.S.) was to seek support from municipal governments in the Brooks district who were not presently contributing towards F.C.S.S. The committee learned that it was difficult to get response from rural municipal governments in terms of cost sharing but that very concrete proposals for specific projects might bring about action.

## Other Projects - Brooks & District

The Newsletter was first published in the Spring of 1981 after a year of discussions. It has since been published twice a year and is edited by the coordinator. Brief articles are included describing activities at local ECS centres as well as information from related agencies. The anticipated audience includes ECS teachers, LAC's and all parents. Many questionnaire respondents noted that the Newsletter kept them informed and was a means for information to flow between centres.

The Refunding of Expenses project is a reimbursement of travel expenses for parents and coordinating committee members attending coordination meetings, workshops, and other coordination activities in the district and region.

The *Videotape of Activity Centres in Progress* was made by compiling video footage from a number of centres into a tape that could be used for orientations. Filming was done by an ECS teacher; editing was done by ACCESS staff.

A local *Beekeeper Visted All the ECS Centres* with beekeeping equipment.

A *Pre-School Instructor from Medicine Hat YM-YWCA* visited five rural ECS programs and presented 45-minute activity sessions. Ten to twelve children per session was optimum.

*Resource-a-rama (Week of the Pre-School Child)* was a display with resource people representing 25 agencies. The sub-regional committee's section included displays, posters, hand-outs and a video film as well as representatives to answer questions.

## Workshops - Manyberries-Foremost-Bow Island (MFB)

The Parent Workshop on Stress in Rurual Farm Families was an evening session given by a staff specialist from Alberta Agriculture. Evaluation results from the 70 participants indicated that they would have preferred to have more time spent on specific problem solving and less time spent on the cause of problems.

The Regional Teacher Workshop on Learning Centres was sponsored by the Lethbridge Umbrella Society and presented by a staff member from the University of Lethbridge. The Sub-Regional Workshop on Learning Centres and Utilization of Resources was presented by a teacher from Lethbridge.

A Bow Island Mental Health Workshop was held for parents and ECS staff. The topic was "Nightmares, Sleep Disorders and Helping Children Deal with Death." A Mental Health Service caseworker served as resource person.

A Workshop entitled "Take Time, What's the Hurry?" was presented by the ECS Consultant to a group of parents at Foremost.

Spring Orientation Meetings for Parents are organized at the local centre level. Driving distances are kept to a minimum and parents can view local facilities and meet the staff. In the smaller centres the sub-regional coordinator organizes and conducts the meetings. In the larger centres, the ECS Consultant serves as a resource person.

## Lobbying - MFB

Lobbying re Continuation of Direct Funding to Parent Groups consisted of sending a letter to the Minister of Social Services and Community Health regarding the subsuming of the Parent Resource Unit under Family and Community Support Services. The concern was for the continuation of grant money to support parent libraries in ECS classrooms, sending parents to workshops and sponsoring regional workshops. The response to the letter indicated that funding would continue through Family and Community Support Services.

Lobbying regarding the continuation of Pre-School Screening by the Medicine Hat Health Unit consisted of taking a recommendation from the MFB Society to the Region 6B Committee requesting that screening be reinstated.

## Other Activities - MFB

A Sub-Regional Newsletter is produced and distributed to parents who currently have or in the up-coming year will have children in ECS

## Workshops Organized by the Rural Medicine Hat Committee

A Parent-Teacher Seminar on Speech Handicaps was presented by two consultants from Medicine Hat Handicapped Services and Medicine Hat Hospital. The topic was "Program Planning for Special Needs Children."

A District Home Economist was invited to give a presentation at one of the sub-regional meetings to help each local centre organize their own Parents' Educational Evening.

A Teacher Sharing Time was organized in conjunction with the local Teachers Convention.

An Orientation of Community Resource People to the needs of the Medicine Hat Rural ECS centres involved presentations from seven different agencies to incoming L.A.C. executives. The Orientation was included in the agenda of the May sub-regional meeting.

A half-day meeting was organized by the sub-regional coordinator to assist local centres in Completion of Renewal Forms for ECS Grants. Prior to the meeting, the sub-regional coordinator met with the ECS Consultant for information on renewal form completion.

The Teachers Workshops included three sessions where ECS teachers shared ideas and one workshop on Learning Centres given by a Lethbridge ECS teacher.

## Lobbying - Rural Medicine Hat

Medicine Hat Rural committee members responded to the vacancy in the Speech Therapy Dept. of the local Health Unit by Lobbying for a Rural Speech Therapist. Their actions included exploring the possibility of hiring an aide through P.E.P. funds and through a school district. Finally they secured assistance from Medicine Hat Hospital. Eventually the Speech Therapy position in the Health Unit was refilled.

## Other Projects - Rural Medicine Hat

The Forming of the Umbrella Society was undertaken to enable the four rural Medicine Hat ECS programs to apply for funds for parenting programs. The forming of the Society also gave the rural group their own identity as opposed to that of Medicine Hat or Medicine Hat Separate.

All ECS teachers attended the ECS sessions at the Medicine Hat Teachers Convention.

Early Alert Notices Were Coordinated through the sub-regional coordinator. The Health Unit identifies young children who will need special services in ECS Centres. These notices were then distributed by the sub-regional coordinator to the ECS centres that would be involved. Plans for programs, teacher preparation and parent assistance could then be organized.

An E.C.S. Handbook was compiled for the use of new Local Advisory Committee Executives. Philosophy, General Policies, the Local Advisory Committee, Sub-Committees, Executive Positions, Minutes and Meeting Agenda were all addressed in the Handbook.

Liaison with Medicine Hat College is established through the Medicine Hat and District Coordinating Committee. College representatives attend the latter's meetings and keep members up to date on college courses and services. The information is then carried back to the Medicine Hat Rural Committee.

## Workshops Organized by the Taber & District Committee

The Learning Centre Workshop was a morning workshop for parents, teachers and aides. Many of the teachers in the region gave short presentations outlining their approach to learning centres. The workshop was organized by the Sub-Regional Coordinator.

The Kids and Kitchens Workshop was an afternoon workshop for parents and teachers presented by a consultant for Canadian Western Natural Gas. Projects presented could be used either at home or in the ECS centre. Many respondents indicated they gained ideas for activities in their ECS programs.

The Marianne Parry Film Series on Play Centres consists of four films: Dolls, Sand, Water and Blocks. The series was purchased by Region 6B and circulated through the Taber & District Sub-Region allowing one week per centre. The films were viewed by either staff and/or parents and were reported to be a source of ideas for implementing play centres.

The Teacher/Aide Communication Workshop was a three-hour presentation given by the Sub-Regional Coordinator for all ECS teachers and aides in the sub-region. The Workshop included a lecture, participatory games, quizzes, expectation questionnaires and group discussion. The workshop was reported by respondents to help open up good communications between teachers and aides.

Two evening Toy Buying Workshops were presented by a representative from Consumer & Corporate Affairs. The film on advertising was well received; however, the discussion of specific toys did not meet the parent expectations.

The Reading to Your Child Workshop was an evening presentation given by a speaker from Calgary. The availability of recommended books for purchase was well received by parents and many books were sold.

A Science Mini-Workshop was coordinated for ECS teachers. The sub-regional coordinator presented an overview as well as an organizational system to record projects and activities. The teachers brought handouts and project suggestions to share.

A "Make It Take It" Workshop was part of a Professional Development Day program. Teachers brought materials to share with other teachers and these were put on display. Participants were able to make their own duplicates with copy machines and laminating materials.

## Other Projects - Taber & District

The sub-regional coordinator organized a Classroom Visitation Project principally for teachers with a couple of aides and parents also included. Substitute teachers were hired for the day that staff visited another centre. An Observation Summary Schedule was provided for teachers to summarize their observations.

An ECS/Grade One Liaison Project was designed by the sub-regional coordinator "to foster good relationships between Grade one and ECS teachers by making clear to each other their individual "expectations" for children who are entering Grade One from ECS programs." A questionnaire was completed by both groups of teachers. They then met within each school to sort out problems. A summary of responses was compiled and distributed to LAC members. A parent meeting was planned at which a panel of Grade One and ECS teachers would address the issue.

# APPENDIX E

## West Central Coordinating Committee

## Project Descriptions

## Workshop Organized by the Regional Committee

The May Orientation Workshop was reported to be helpful for the new executive as well as new ECS participants. The Orientation was a one-day workshop given by the ECS Consultant in a central location.

## Workshops with Regional Committee Involvement

The Indoor Play Spaces Workshop focused on adapting rumpus rooms for children's play needs, modifying activities to accomodate space restrictions and adaptations teachers can make for small classroom situations. The one-day workshop was presented by Alberta Parks and Recreation staff.

The "Everybody Counts" - Special Needs Workshop was co-sponsored with Early Childhood Services, Red Deer and Red Deer College Child Care Centre. The purpose was to develop awareness of the difficulties experienced by the handicapped in daily living.

## Petitions - Lobbying

The Special Needs Petition was directed towards obtaining assistance with Language, Speech and Hearing Difficulties in addition to what the Red Deer Health Unit could provide. Specifically, a screening activity was desired. The Petition was directed to the Minister of Social Services and Community Health. The direct outcome was a letter from the Minister's assistant which offered nothing specific.

A number of respondents indicated the activity gave parents a chance to become aware of the problem, to communicate that problem and to learn something of the communication process. No help to ECS work had been perceived to date. Follow-up was recommended by a number of respondents.

By the fall of 1982 the Red Deer Health Unit had added another speech pathologist to their staff. They extended their services by spending a day in Rocky Mountain House in addition to Innisfail and Red Deer. Health Unit speech therapists were conducting workshops and cooperating on ECS case conferences and were considered much more communicative and sympathetic to ECS concerns.

The Additional Consultant Petition was a request for a second regional ECS Consultant sent to the Director of the Early Childhood Services Branch. A reply was received from the Director indicating that no additional staff positions were available for the region.

## Financial Support

The STIPP Program to train aides to work with Special Needs students was to have been offered by a University of Alberta professor. The professor took sabbatic leave and the project did not materialize.

The Festival of the Arts Innisfail is a two-day event featuring a number of artists who perform to groups of ECS and grade 1 children. The Coordination grant paid for travel costs enabling more children to attend the Festival. Two centres applied for the costs of busing to the Festival. In addition, a loan was made to the Festival organizers until money was received from ticket sales.

## Other Projects

The Movement Education Project included an introductory workshop by Parks and Recreation Staff and the ECS Consultant. A basic equipment kit was introduced followed by circulation of the equipment with one to two weeks in each centre. Two follow-up workshops were also available. The Project was considered to help by introducing new materials and methods, and by providing inservice to staff. Suggestions for future use included longer loan periods, making some items available individually and providing equipment only as needed.

An additional parachute and plastic hockey equipment were added in 1982-'83. An exercise consultant visited participating centres.

The Video Awareness Project included the purchase of a portable television playback machine and monitor along with 25 tapes of children's programs dubbed by ACCESS Alberta. Workshops were presented by the ACCESS and ECS consultants on viewing, operation and teaching approaches. The equipment was then circulated to each centre for one week. Twenty additional tapes were subsequently ordered. Many centres used the video for parent education evenings. Requests for future use included more time per centre and new programs including those for parents.

The Follow-up Nutrition Project provided centres with $1.50 per student to choose their own nutrition project. Most centres used children in the planning and preparation (with parental assistance). Ideas were exchanged between centres for future possible use. Local District Home Economists spoke to several groups and acted as consultants.

The project helped by providing seed money and encouraging planning at the local level that involved the community in many cases. In 1982-'83 classroom nutrition programs were reinstated and centres could access a limited amount per child after submitting detailed program plans for approval.

The Performing Arts Project involved dividing the region into three zones for 1981-'82 and arranging for performances at the centres in each of the zones. Performers included the Innisfail Drama Society, the Red Deer College Music Students and a mime artist. Centres visited each other where possible for the performances. An Alberta Culture Performing Arts Grant was applied for to cover part of the costs. Respondents indicated advantages of bringing performers to the centres rather than busing the children to a large centre. Future requests were for expansion to include more performers.

In 1982-'83 a concert for 600 children was held in one centre. Each centre was also allowed a small amount of money to bring performers to their centre. By the second year of the project, performers and agents were starting to make the initial contact with the centres.

The Parent Book Library consists of a collection of parent support/interest books that circulate throughout the region. Books are available to members at the monthly meetings. The books were reported to provide useful reading on parenting. Suggestions for the future included designating or hiring someone to act as librarian and extending the collection.

The Filmstrip Lending Library is a joint project with the East Central ECS group. A part-time staff person is employed to operate the Library and funded by the West Central Committee. Membership costs $1.00 per child per year. The computer in the regional ECS office was used for processing and keeping track of filmstrips in 1982-'83. Many respondents indicated their centres used the Library extensively.

The Parent Filmstrip Library was discussed as a possible source of resources on parenting. However when the Parent Resource Unit Consultant was not hired, no further action was taken.

A Slide Presentation to promote West Central ECS was under development as of June 1982. Pictures were taken at each centre and then organized with a recorded script. Slide/tape packages were then produced which could be adapted for each local centre.

A Calendar for daily planning with ECS deadlines and meetings filled in was produced the three years of the project. The flip sides of the calendar pages display orientation and materials/resources information. Cerelux binding is used.

A Logo Contest was open to parents, teachers and coordinators. The winner received a book certificate.

A Newsletter was published twice during the 1982-'83 year. Three copies were given to each centre. Some centres duplicated the newsletters for their parents. The regional coordinator served as editor.

A Project Booklet was produced in September 1982 with a one-page description of each coordination project and order forms for materials. Interim reports and final evaluations were added to the Booklet during the year. The Booklet was distributed to all centres, coordinators and teachers as a means of informing staff and parents of the activities the regional committee was carrying out as part of the Coordination Project.

A Research Assistant was hired for a Special Needs Project carried out by a University of Alberta research team. Three of West Central's centres were involved directly in the project - a study of social integration of special needs children in rural and urban centres.

A Special Needs Coordinator was hired by the committee on a part-time basis to assist coordinators with special needs children in their centres. A Job Description was drawn up and a maximum of 40 working hours per month was set. The committee now has its second employee in the position and learned how to clarify the role they wanted carried out through the hiring process.